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ABSTRACT

A final project report describing a five-year, curriculum program in Japanese for elementary and secondary schools is presented in this study. The instructional materials consist of three components: (1) textual materials, (2) audiovisual materials, and (3) evaluation instruments. For the elementary levels the materials include a series of eight teacher texts, two student texts, audiovisual materials--including pictures, slides, overhead projectuals, flash cards, and tapes--and testing instruments. For the secondary levels, various audiovisual materials, including super-8mm films, copies of visuals for the students, and tests are also described. Appendixes contain data concerning student background, test statistics, aptitude tests, and attitudinal questionnaires. Charts and tables pertaining to the curriculum development project are included. (RL)

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FINAL REPORT
PROJECT NO. 080322
CONTRACT NO. OEC-4-6-061377-1888

DEVELOPMENT OF INSTRUCTIONAL MATERIALS IN JAPANESE FOR ELEMENTARY AND SECONDARY SCHOOLS

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EMTS and JY

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CHAPTER I

INTRODUCTION

A. Summary

The purpose of this project was to develop instructional materials for two articulated Japanese language programs for teaching the four linguistic skills, that is, listening, speaking, reading and writing. During a period of five years, Phases I - V (1966-1970), curriculum materials for Japanese for Levels I - IV for the elementary and secondary schools were prepared. 'Level' is defined as the amount of language learning to be achieved by an average student in one school year.

Phase I or Level I materials were first tried as developed at University of Hawaii Laboratory Schools during the first year and then revised during the summer. The following year these revised materials were then field tested in selected public and private pilot schools in Hawaii and the second and final revision of these materials was made in summer, 1968. This two-year process of developing and testing was established to develop each level of materials for the two four-level programs. The Elementary School Program began at grade three and concluded at grade six. The Secondary School Program was designed for secondary grades nine to twelve.

The instructional materials developed, as shown in Chart VI, page 77 consist of three components: text materials, audiovisual materials, and evaluation instruments. For the elementary levels, the materials included a series of eight teacher's texts; two student texts; audio-visual materials including flat pictures, slides, overhead projectuals, flash cards, tapes, and testing instruments. For the secondary levels, various audiovisual materials such as those listed above, plus super 8mm films, copies of visuals for the students, and tests were prepared to be used with the texts provided by the East Asian Language Department, formerly Asian and Pacific Languages Department, University of Hawaii.

Secondary School Levels I - IV were equated with College Levels I and II by selecting the structural points generally found in the first two years of basic college courses. Elementary School Levels I - IV were equated with Secondary Level I, so that those students who finished the four elementary levels would go into Secondary Level II at the end of grade six. Those beginning Japanese instruction in grade seven would cover Level I in two years, grades seven and eight, and then continue by completing one level each year after that. Those starting Level I in grade nine would complete one level each year and

finish the four-level course in high school. This, then, would establish a continuous program of studies in Japanese through high school, except for those who had begun the program at grade three. It is suggested that these students continue their study in college in the early admission program. Advanced materials for this group would be possible projects for the future.

The text materials were arranged with an effort to introducing structural items which had optimum utility for students of the various age groups. The structural points were presented in order from easy to the difficult within conversations designed to be realistic, interesting, and to the intellectual level of the students of the various ages. The vocabulary items were selected by consulting various vocabulary lists selected as basic to elementary school education in Japan and which were generally included for beginners of Japanese language study in college and pre-college courses. Visuals in various media were prepared to support the auditory signal and were used as cues for drills on vocabulary, structural patterns and dialogues. They were particularly helpful in limiting the use of English in explaining the dialogue situation or the meaning. They presented cultural information which might have been difficult to present without lengthy explanation. Teachers reported that the visuals were indispensable for presentation and useful for review and reinforcement.

Tapes were prepared to give the students an opportunity to hear a variety of speakers with authentic sounds, rhythm and intonation of the Japanese language. They were redone professionally in Japan for authenticity and high fidelity. Carefully selected drills and practices which were followed by exercises to test their learning were included in these tapes to allow the students to practice the language outside of class. The addition of audiovisual materials to the audio-lingual approach increased both interest and motivation on the part of teachers and students. They provided for individual study and review for extra practice.

Testing instruments included items carefully selected to test mastery of the basic structural points, vocabulary, and aural comprehension. Items on hiragana and kanji presented were added to later tests as they were learned.

Within the limited scope of one trial and one field testing, the test results and remarks from the teachers seemed to indicate that the various materials were appropriate for the various age levels in the development of the four linguistic skills. More field tests, however, would be desirable for a more conclusive report on sequencing the materials in the total K-12 program, and on better evaluation tools for a three-track program with initial beginning points at grades three, seven and nine.

B. Background and Purpose

The need for a systematic and coordinated program of Japanese language instruction in the elementary and secondary schools had been one of great concern to language educators, especially in Hawaii. The geographical location of Hawaii; the ethnic composition of the community (32.7% Japanese origin) /1/, the thousands of Japanese tourists visiting yearly in the last few years, the unlimited opportunities /2/ for hearing , speaking, reading, and writing in Hawaii could provide tremendous resources for material and information as well as numerous opportunities to practice and use the language. Furthermore, the steady growth and pervasive emphasis of the Asia-oriented programs at the University of Hawaii could add strength and human resources to any study and experimentation in the Japanese language, culture and people. Naturally and logically Hawaii could and should be the center for the development and experimentation of curriculum materials in developing communication skills and an empathetic understanding of the Japanese people and the language they speak to foster better human relationships with these neighbors across the Pacific.

Japanese had been taught experimentally in a number of public and private elementary and secondary schools in Hawaii since 1959. "Frontier Project Asian Languages" (Mandarin Chinese and Japanese), the nation's largest pilot program in the major neglected languages, was launched in the Hawaii public schools in 1959. Five travelling teachers (Oahu - 2, Hawaii - 1, Maui - 1, Kauai - 1), and a team of teachers from each pilot school began Japanese instruction in selected public elementary schools. By 1962, almost two thousand elementary school children were being taught by 69 teachers (Sato, 1961) /3/, who drilled on the speech patterns and vocabulary items which were selected and introduced by the travelling teachers.

In the secondary schools, however, no definite state program was established. In those schools interested in Japanese language instruction, each individual teacher was compelled to initiate his own program by planning and developing his own course materials. As a result,

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1 State of Hawaii Data Book, 1971.

2 Two radio stations offering radio programs in Japanese 18-24 hours daily, two daily Japanese-English newspapers, five theaters showing Japanese films regularly, a three-hour Japanese language television program daily, and the impact of 60,000 visitors coming from Japan yearly.

3 Sato, Esther; Status of Japanese Language Teaching in Hawaii Public Schools, June, 1963 (mimeographed).

teaching materials were not systematically developed and the coordination between elementary and secondary schools was minimal.

In 1964, Japanese was taught to over two thousand children in twelve elementary schools by forty teachers and to approximately sixteen hundred students in seventeen secondary schools by a staff of twenty teachers. This showed a slight decrease in enrollment in the elementary schools, but an increase in the secondary schools than in 1959. In spite of some concerted efforts to develop instructional materials, systematic language instruction in the Japanese curriculum was yet to be developed. Without it, Japanese classes in the elementary schools slowly diminished to only a handful in 1966. The secondary school classes were surviving with teacher prepared materials and college texts.

A search of the literature for programs and studies in the Japanese language failed to uncover sequential and continuous Japanese language programs. In 1966 only European language programs were existent in Connecticut and California. They were patterned after the recommendations by Brooks /4/ who said that effective language programs could be started at grades three or four, seven and nine.

Dunkel and Pillet (1962) /5/ experimented with language programs for elementary schools and showed that although some children learned French remarkably well, there was a group of about 20% who made such little progress that the advisability and appropriateness of the program were questionable for them.

This study took advantage of these experiments and the cultural and social setting of Hawaii for a major effort in the development of instructional programs in Japanese. The program activities were designed and modelled after Brooks' three track program, and numerous social and cultural activities were provided for the 20% in the elementary grades that Dunkel and Pillet reported. The curriculum materials developed in this project would have significance not only as the first of the sequenced materials for the teaching of Japanese as a second language but also for the study of an audio-lingual-visual approach upon Japanese language instruction in the elementary and high schools.

The purposes of this study were to:

1. Prepare appropriate sequenced materials of curricula experiences for the elementary and the secondary students to develop

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4 Brooks, Nelson; Language and Language Learning, New York and Burlingame: Harcourt, Brace and World, 1964.

5 Dunkel, Harold B.; Pillet, Roger A.; French in the Elementary School, Five Years' Experience, Chicago; University of Chicago Press, 1962.

competence in linguistic skills by using the audio-lingual visual approach for empathetic understanding of another culture--Japanese--through languages.

2. Test the effectiveness of these materials in achieving the four linguistic skills for the purpose of improving the final materials feasible within the prescribed project period.

This project was conceived and designed to fill the void in appropriate sequenced curriculum materials and thereby to help solve the problems caused by uncoordinated adaptation of inappropriate materials especially in Hawaii; and to establish an articulated Japanese Language Program from elementary through high schools. Team efforts were combined and directed toward developing materials with the belief that modern language learning can best be stimulated through systematically organized experiences which take full advantage of the learners' senses, especially hearing and seeing.

The project was the concerted efforts of five years of designing, developing and testing of instructional materials, which included texts, visuals, tapes, tests and a teacher's manual. They were designed for two four-year programs for Japanese language instruction in the elementary as well as the secondary schools with special emphasis initially on the development of the audio-lingual skills.

The work was specifically concerned with the design and preparation of sequenced curricula materials using various media for the presentation of Japanese language optimum for the different levels.

Research reports, reference materials, available Japanese textbooks for all levels, and consultants from the mainland and Japan helped to guide in the selection of the basic patterns and their sequence, the vocabulary, the cultural content, and the general course content.

Various reference materials and reports on media, and suggestions and advice from media specialists on multi-media, were utilized in the experiment on the use of media in the presentation of the lesson material. Novel ideas from the investigating teachers combined with the unusual talent in media and art work of the artist made possible some exceptionally interesting materials.

There were no standardized evaluation instruments in Japanese language instruction at the elementary or high school levels. However, tests at the college level and the European languages at the high school level were reviewed and some ideas for test formats and techniques were incorporated in the preparation of test items. Many new ideas were also tried.

C. Procedure and Operation

The sequence of activities and problems that arose in connection with the operation of the project was discussed by yearly operations, followed by descriptions of all curriculum materials developed, evaluation and conclusion.

I. Phase I (first year)
   A. Level I materials production including the first trial in the Laboratory Schools.

II. Phase II (second year)
   A. Level II materials production and Pilot program or the field testing or second trial in public and private schools.
   B. Beginning of final revision and preparation for publication.

III. Phase III and IV (third and fourth years)
   A. Similar activities as in Phase II, except working with materials for the next two levels.

V. Description of all curriculum materials developed.

VI. Evaluation and Conclusion

Communication, evaluation, and report back were especially important in this project. Textual and audiovisual materials were prepared in consultation with a teacher-investigator and the illustrator, tested by the teacher-investigator at the University Laboratory Schools, evaluated by the staff and the various consultants, revised, and tested again by the pilot school teachers in the Hawaii public school system. Throughout the school year there was constant report back from the teachers to the various staff members. Comments fed back were specific as follows:

1. To text writers: Teachability of the materials; logical sequencing of patterns or expressions; number and appropriateness of lexical items; naturalness of the dialogue; nature, quality, and quantity of content according to the psychological principles and theory of language learning and sustenance of interest; and clarity of purpose.

2. To illustrator: Visual concepts to be taught; visibility of the images in the classroom; elements of surprise and humor in visualization; reaction of students to materials; reaction of teachers to materials; appropriateness of media used; flexibility of use; and authenticity of culture reflected.

3. To testing team: Clarity of directions; coverage of content; length of test; difficulty level; and general format.

4. To tapescript writer: Length of pauses; length of exercises and assignments; reaction of students to kinds of drills; reactions of teachers to drills; appropriateness of assignments; and appropriateness and sufficiency of exercises.

The total project activities were conducted in five phases (years). During each phase materials for one level were developed as they were tested at the University Laboratory Schools. The initial year, Phase I, was production only of Level I materials for elementary and secondary schools; and from Phase II two separate but related activities, materials development and field testing of the materials developed during the previous year in the pilot schools, continued throughout the duration of the project. The effectiveness of these revised materials in public school classrooms were evaluated and whatever subsequent revisions seemed necessary were made before the materials were prepared in final form.

Phase I (June 15, 1966 - June 14, 1967)

For summer 1966 an interim staff of specialists in Japanese language and language teaching was hired to establish some guidelines in the selection of vocabulary and expressions and begin the writing of the lessons for fall 1966 in time for the opening of school. Meanwhile the designing of the project, the organizational structure and the assignment of responsibilities to the staff personnel were accomplished. (See Chart I, page 8)

In August before the beginning of the new school year, the employment of the new staff was completed and production of materials commenced immediately, so that experimentation with them could begin at the beginning of school in September, 1966. The completion of instructional materials for Level I including the text, audiovisual materials and experimentation with them as they were developed were the targets for Phase I.

The instructional materials which were developed and tried at the Hawaii Curriculum Center /6/, University of Hawaii Laboratory School, Elementary and Secondary Divisions. Because of the experimental nature of the Hawaii Curriculum Center complex, scheduling and class organization were flexible and continually changing. This posed some problems especially in scheduling.

In the elementary school it proved difficult to arrange for 15-minute class sessions each day in an ungraded system with classes in general organized by ability grouping. Since pupils moved with their

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6 The Hawaii Curriculum Center, a joint activity of the University of Hawaii and the Hawaii State Department of Education, was established for the purpose of design, development, and evaluation of curricula.

ASSIGNMENT OF RESPONSIBILITIES

Elementary Levels I - IV (Grades 3 - 6)	Secondary Levels I - IV (Grades 7 - 12)
Objectives:	
1a. To develop text 1b. To develop A-V teaching materials 2. To develop guide 3. To develop measuring instruments to test achievement and proficiency 4. To experiment with all of the above as to their effectiveness in teaching the language	1b. To develop A-V teaching materials for more efficient teaching of the 4 linguistic skills 2. To develop guide to use those materials 3. To develop measuring instruments to test achievement and proficiency 4. To experiment with all of the above as to their effectiveness in teaching the language
Design:	
1. Introduction to Japanese culture, teach functional expression, idiomatic expression, pronunciation, vocabulary, using all media audio-visual materials. 2. Guide - to guide teachers as to the use of above materials 3. Testing: Pretest, quarter, semester, 3rd quarter and final tests to measure achievement using visuals and tapes developed 4. Experiment with the materials (by teacher-investigators) and report the findings	1. Systematic learning of core expressions (core of sequential continuity based on basic structural patterns), functional and idiomatic expressions, vocabulary with audio-visual materials and cultural appreciation 2. Guide - to guide teachers as to the use of above materials 3. Testing: Pretest, quarter, semester, 3rd quarter and final test to measure achievement using visuals and tapes developed 4. Experiment with the materials (by teacher-investigators) and report the findings
Activities:	
1a. Development of text materials 1b. Development of A-V materials (a) Stick puppets for role playing, cutouts, projectuals, flash cards for practice, reinforcement, and review (b) Drill projectuals, charts, (practice materials, graphics) and exercises 2. Develop the Guide 3. Develop the measuring devices 4. Teach with all materials developed	1b. Development of A-V teaching materials (a) Projectuals, flash cards, slides and tapes for presentation, practice, reinforcement, and review (b) Drill projectuals and tapes, student study book (?) (practice materials, graphics and exercises) for home work and language laboratory for individual study 2. Develop the Guide 3. Develop the measuring devices 4. Teach with all materials developed
Staff Assignment:	
1a. Text - Y. Sato, A. Takayesu 1b. Graphics* - K. Kimura 2. Guide - Hashimoto 3. Measurement - McLarty, Mori (a) Measuring devices to be developed - Pretest, quarter, semester, 3rd quarter and final tests (b) Standardized tests and measurements used - intelligence test (Kuhlman-Anderson) 4. Teaching - A. Takayesu	1a. Text (Project - A & P Language Dept.)** 1b. Graphics* - K. Kimura 2. Guide - Hashimoto Tapes (Special Assignment) 3. Measurement - McLarty, Mori (a) Measuring devices to be developed - Pretest, quarter, semester, 3rd quarter and final tests (b) Standardized tests and measurements used - Pimsleur Aptitude, Scat (c) Scoring and computation 4. Teaching - H. Kiyokawa
Anticipated Goals:	
A. Motivation B. Cultural appreciation C. Good pronunciation, good control of functional and idiomatic expressions D. To improve human relations within the community and internationally E. To develop linguistic skills: speaking, listening, reading and writing (specific objectives will be given for each level)	A. Mastery and good control of spoken language (fluency in speech, understanding of everyday daily conversations) B. Cultural appreciation C. To improve human relations within the community and internationally between Japan and U.S. D. Develop linguistic skills: listening, and writing (specific objectives will be given for each level) E. Develop proficiency in linguistic skills

* There is a close working relationship with the teachers.

** Formerly Asian & Pacific Languages Dept., now Center of East Asian Languages

NOTE: 1a. Under Young
2. Jointly under Sato & Young
1b.)
3.) - Under Sato
4.)

ability group from one subject to another, the Japanese class, not organized in accordance with general I. Q. level, had to be scheduled when all of the eighteen pupils were together. After two or three changes and adjustments in scheduling (due to different groupings for various experiments), it was found that the pupils enjoyed the Japanese class experience and learned the most only when they had no anxiety or concern over classwork or assignments missed in other subjects when they were removed from some class for Japanese instruction. Since the mathematics class was structured for individualized instruction, a 15-minute reduction of the period for this class was most satisfactory for Japanese instruction.

Each class session began with a warm-up period of review and practice, followed by presentation and practice of the new dialogue, new speech patterns, and drill. The sessions were closed with reinforcement and/or review of the dialogue or patterns presented. Sometimes a song or game was added to sustain interest and for variety. The major objectives of the Elementary Level I were:

1. To develop positive attitudes toward Japanese language learning.

2. To develop the ability to hear and reproduce accurately Japanese sounds (single and double vowels, single and double consonants, palatalized consonants), Japanese intonation, and the rhythm of the Japanese language.

3. To develop the ability to use in actual situations functional expressions in Japanese appropriate for this level.

4. To develop understanding of the Japanese people, their ways and habits.

Teaching Japanese to the third graders was challenging to the elementary Japanese teacher. It not only involved instruction of the foreign language, but also included the training of students in a completely new set of learning habits. Learning by the audio-lingual method was a new experience for the children; and much effort was given to the new learning patterns as well as to the foreign language instruction per se. The absence of a text, with no reading nor writing experience, required lively and stimulating instruction to sustain interest and effective learning. The pupils performed well with little or no inhibitions and learned rapidly, but many also forgot quickly and needed constant review. Lessons that focused on activity and participation, in spite of many repetitions, seemed to be most effective in stimulating learning and interest.

Some suggestions and observations made at the end of the year to improve the text were:

1. The number of vocabulary items seemed overwhelming in some lessons, adjustments were necessary.

2. The use of proper names made the text more realistic, therefore, names should be used from the beginning rather than only toward the end.

3. Some drills needed restructuring.

4. Pronunciation drills could be improved with more hints to the teacher.

5. More highly functional vocabulary words should be added.

6. A systematic single format for each lesson might provide maximum efficiency.

Visual presentation of the dialogue allowed the use of Japanese most of the time. The flat pictures in color augumented understanding of the dialogue content and the situation in which it was used. They created interest and encouraged repetition and review and provided means for individual review and reinforcement at all times. The audio-visual materials, used as integral parts of the instructional materials, created and sustained interest especially for the slow learners, all of whom participated well.

Some specific observations and suggestions by the elementary teachers that were considered and incorporated into the revision of audiovisual materials were:

1. Hand-held flat pictures provided for flexibility of use and ease of manipulation and were highly recommended.

2. Flash cards, cutouts, and three dimensionals were useful and effective for drills and provided variation, more of them were desirable.

3. The art work was too small for adequate visibility (for hand-held presentation) in a classroom situation and should be treated more boldly with minimum detail.

4. The size of the flat pictures needed to be increased.

5. Since karuta or vocabulary-building cards were effective in developing vocabulary and had potential as a drilling devise, they could be increased in number.

In the secondary school, classes were scheduled for three 60-minute sessions of lecture and drill every other day (Monday, Wednesday, and Friday whenever possible) and two 30-minute scheduled sessions (Tuesday and Thursday when possible) in the language laboratory for listening and practice, and two additional 30-minute laboratory sessions required on the students' own time.

With a small total school enrollment and flexible scheduling, scheduling of the Japanese language class periods presented a major

problem, not only for Japanese but for others throughout the school. As a result, occasionally certain students were required to repeat a class session.

The general ultimate goals for the Secondary Level I were the development of the:

1. Ability to recognize and reproduce sounds , intonation, and rhythm.

2. Ability to recognize and reproduce learned sentence patterns in real situations within the context of this level.

3. Ability to converse in everyday situations about everyday activities.

4. Ability to recognize and identify some cultural aspects of the Japanese language.

The seventh and the tenth graders were provided with the same material with the expectation that the tenth graders would proceed at a much faster rate. However, generally speaking, the seventh graders performed far better than the tenth graders in the early stages of the instructional program. The difference was gradually lessened toward the end of the year. Possible factors contributing to this difference in general performance were several:

1. The seventh graders were more interested in studying a foreign language.

2. There was less resistance to mimicry and memorization work with the seventh graders, and they did much better work in listening and speaking. The tenth graders were more successful with the grammatical aspects of language learning possibly because of their greater background in English grammar or their improved ability to more abstract comparisons with English grammatical forms.

3. The sample of seventh graders was on the average of a higher intellectual caliber.

4. There were only 13 seventh graders and 25 tenth graders allowing for more individual attention for the smaller group.

5. The seventh grade class was scheduled more ideally (assuming that morning hours were more conducive to learning) in the morning and more regularly everyday; whereas, the tenth grade class met irregularly during the week at different periods during the day. Also, many tenth grade Japanese classes were scheduled immediately after physical education classes or after lunch. As was predicted, performance of the more able students (as estimated by the scores on the SCAT test) was far more superior to that of the less able. Where students' interest was high, learning seemed easier and retention more permanent.

In the secondary division audiovisual materials which were developed were found to be effective and suitable for both the seventh and the tenth graders. Visual cues made possible the use of Japanese from the very beginning, and English was used only in isolated instances so that translation was left to a minimum. The visual materials were excellent aids for teaching the dialogue and for review and recall. They were especially useful in imparting cultural meaning to the expressions taught and in fostering understanding of abstract ideas in the patterns learned.

Some observations and suggestions resulting from the first trial were as follows:

1. Some visuals were limited to eliciting of the dialogue and might be revised for utilization for drills as well.

2. One frame for each utterance in the dialogue might not be necessary; a composite illustration to elicit more than one utterance might be economical and desirable.

3. The cartoon figures used in the visuals were thought unsuitable for the secondary students, but based on their acceptance and appreciation, changes were not recommended.

4. The use of symbols for abstract ideas might be cumbersome, but a limited number might be useful and necessary without hindering learning.

5. Flat pictures allowed flexibility of use, but for reasons of economy slides were recommended.

6. Filmstrips were easier for mechanical manipulations and more economical for duplication in quantity, and therefore were recommended to replace slides in the future.

7. The artistic quality and the humorous aspect of the visuals were questioned as being distracting to true learning process; but they served to sustain motivation and were useful in giving contextual meaning. Hence their continued use was recommended.

As the lessons were finished, tapescripts were written by a staff member working together with the teacher-investigators and recorded by native speakers with a portable tape recorder in an air-conditioned room. From this original copies were made on cartridge tapes. These proved extremely helpful in developing oral proficiency and encouraged individual study and practice.

In accordance with the agreement that a pilot program could be started when appropriate materials were ready for testing, the Superintendent of Schools of the Hawaii State Department of Education was contacted early in February, 1967; and a pilot Japanese program to field test the materials developed by the project was discussed. With

this introduction, a series of informational meetings with the Assistant Superintendent of Curriculum and Instruction of the State and the district superintendents were held; and as a result eleven schools from four districts (three islands) were selected for the experimental program. Subsequently, similar orientation meetings with the principals and teachers of the selected schools were conducted and the following agreements were established:

1. Districts and schools will be committed in the pilot program for at least three to four years and will provide the qualified teachers, the classroom and equipment, and the students.

2. Teachers selected shall:

   a. Have attended Japanese Language Institutes, if possible
   b. Have a good command of standard oral and written Japanese
   c. Attend workshop in June, 1967

3. Two-week workshop required of all participating pilot teachers

   a. This workshop for all pilot class teachers shall:

      1) Be a course entitled Japanese 500 at University of Hawaii
      2) Be scheduled from June 19 through July 1
      3) Award two university credits for satisfactory work
      4) Include a stipend of $150 for two weeks
      5) Provide round trip airfare for all participants from the neighbor islands

4. Conditions established include:

   a. Provisions from Project

      1) Free text material
      2) Text guide for teachers
      3) All audiovisual materials such as:

         a) Tapes (lessons and exercises) for each lesson
         b) Cutouts for flannel board (elementary only)
         c) Slides and filmstrips for each lesson presentation, reinforcement and review
         d) Stick puppets for review and role-playing
         e) Flash cards for drills
         f) Prepared overhead transparencies for drills

      4) Student packets which include (for each student):

         a) Cartoons to practice dialogues
         b) Responsive drills
         c) Exercises, etc.

      5) Assistance to teachers (visits by staff personnel)

b. Provisions from Pilot Schools

1) Personnel

a) Qualified classroom or subject teacher to teach one or two project classes in one or two schools

b) Classes to be initiated in 1967-68:

(1) Elementary Level I in grade three (not more than thirty in class)
(2) Intermediate Level I in grade seven (not more than thirty in class)
(3) High School Level I in grade 10 (not more than thirty in class)

c) Classes after 1967-68:

Project classes will advance to the next level each year and the teachers will advance with their respective classes where this is feasible. Where this is not possible, more qualified teachers will be added.

2) Equipment and facilities

a) Classrooms with following audiovisual equipment available:

(1) Slide and filmstrip projector
(2) Overhead projector
(3) Tape recorder (or use of Language Laboratory)
(4) Screen
(5) Provisions for darkening room
(6) Flannel board (elementary only)

In addition to the eleven public schools, one private school was added at the request of the school which wanted to start a program in its elementary division.

These schools were to field test the prepared materials which were already tested once at the University Laboratory Schools and revised. Teachers were selected with the assistance of the respective schools and with the assurance that they would be able to attend the workshop during the summer of 1967.

Phase II (June 15, 1967 - June 14, 1968)

A two week in-service training workshop was offered during the summer session, 1967, as Japanese 500 for two college credits. It was

sponsored by the State Department of Education /7/ and directed by Esther Sato and John Young, Directors of the project.

The purpose of this workshop was to familiarize the teachers of pilot schools with new instructional materials prepared by the project. The new materials consisted of textual materials, audiovisual materials such as flat pictures, slides, projectuals, flash cards, three dimensionals, stick puppets, and tapes to be used in the pilot Japanese program to be established in selected Hawaii schools in September, 1967. The workshop provided an opportunity for the teachers to:

1. Review the newer methods and techniques in teaching Japanese.

2. Discuss problems in teaching Japanese as a second language.

3. Observe experienced teachers present audio-lingual instruction using the new textual and audiovisual materials.

4. Practice teaching with the new materials.

5. Assess and evaluate each participant's teaching through video tape.

6. Evaluate teaching performances of each teacher by micro-teaching with follow-up discussions.

The program was designed to include activities as practical as possible for the teachers and to offer as much time as available for discussion of teaching problems and practice teaching. These ideas were recommended as a result of an evaluation of all teachers of Japanese in the State Department of Education.

A short diagnostic test on the first day helped to evaluate some of the specific needs of the teachers for successful participation in this experimentation.

Due to time limit the lectures on Applied Linguistics were necessarily limited to definition of linguistic terminology necessary to understand the linguistically-oriented method of teaching Japanese and to discuss expected problems in teaching Japanese using contrastive analysis of English and Japanese.

The text analyses of the elementary and the secondary texts by the authors themselves were excellent for teachers to understand the philosophy, objectives, and the format of the texts as a whole as well as of each lesson. The considerations, research, and work involved in text writing were helpful background information to the participants.

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7 Five thousand dollars was provided for the workshop.

Testing and evaluation were areas where the participants showed great interest and needed much information. The take home tests and assignments on the construction of tests on specific lessons, and discussions based on them proved to be most helpful in understanding the relationship between testing and teaching.

Micro-teaching and video-taping were new experiences for the teachers. With participants as students the set-up was unnatural but it served two purposes:

1. To provide a class to teach.

2. To provide an opportunity to realize the confusion and poor response by students when directions and instructions were not explicit or sufficient or both.

The opportunity to observe demonstration teaching by teachers experienced with teaching with visual materials and then to experiment with these materials themselves offered a chance to encounter problems and questions on handling and maximum use of visuals, classroom language in Japanese, and drilling techniques, which otherwise might not have been perceived. These issues were immediately discussed and clarified.

For self-evaluation, video-taping was a direct means to observe one's own techniques and mannerisms that could never be fully expressed and appreciated otherwise. It was an excellent method for assessing one's teaching ability and language proficiency. An open discussion and critical evaluation immediately after playback of the video-tape were ideal learning devices to all.

A general evaluation and observation of the total workshop were as follows:

1. The diagnostic test on the first day, to assess the participants' knowledge in audio-lingual methodology and testing, were useful.

2. There seemed a general need for participating teachers to increase their knowledge of phonological, morphological and syntactical structures of the Japanese language.

3. More opportunities for practice teaching and immediate discussion and evaluation follow-up were necessary to develop self-confidence and professional competence.

4. Micro-teaching was an economical and effective device for evaluation and improvement of professional competence.

5. Video-taping was an answer to effective self-evaluation.

6. Similar workshops might be considered for future planning to up-grade teachers' linguistic and professional competence in teaching Japanese.

7. The workshop provided an excellent opportunity for (a) discussion of problems in teaching Japanese and (b) observation of teaching for improvement in methods and techniques in teaching the four linguistic skills.

8. A longer and more comprehensive workshop was recommended next year for those who had had no training in the audio-lingual approach in teaching Japanese.

Meanwhile all Level I materials were corrected, revised as necessary as it was suggested after the first trial, reproduced and bound as texts during the summer months, and sent out to all pilot schools in time for school in September, 1967.

In September, the implementation of the Pilot Program for field testing was established on three islands as follows:

Schools	No. of Classes	No. of Students	Teachers
I. On Oahu (island)			
A. Honolulu District (public)			
1. 1 complex (6-3-3 system)			
a. Kuhio Elem.	2	25, 26	J. Uyehara
b. Washington Inter.	2	25, 19	J. Uyehara
c. Kaimuki High	2	24, 22	J. Uyehara F. Lopez
B. Iolani (private)			
1. 1 Elementary	1	28	M. Woodward
1 Intermediate	1	21	M. Woodward
C. Windward District (public)			
1. 1 complex (6-3-3 system)			
a. Kaneohe Elem.	1	37	G. Yasuda
b. King Inter.	2	28, 37	L. Nishiki
c. Castle High	2	29, 32	J. Luke
II. On Hawaii (island)			
A. Hawaii District (public)			
1. 1 complex (6-3-3 system)			
a. Waiakeawaena Elem.	1	32	E. Tomoguchi
b. Waiakea Inter.	1	17	S. Kimura
c. Hilo High	2	35, 31	F. Yamanaka

Schools	No. of Classes	No. of Students	Teachers
III. On Maui (island)			
A. Maui District (public)			
1. 1 complex (8-4 system)			
a. Kula Elem.	1	30	G. Endo
b. Maui High	2	24, 25	T. Hirai

Two classes from each school were requested, so that there would be at least a class left, if decreased by attrition, to test the materials for Level IV during the fourth year of field testing. However, four schools could not arrange for two classes due to scheduling problems and teacher unavailability. Class size could not be controlled either because of various reasons peculiar to the individual schools. Field testing of Phase I materials (second trial) was begun.

Each teacher in the pilot program in the elementary schools was supplied with all the materials developed and revised after first trial at the University Laboratory Schools. The materials included the teacher's text, printed color flat pictures, overhead transparencies, slides, flash cards, and tapes prepared by the project. All the necessary hardware in the classroom was furnished by the individual schools according to the agreement as well as the teacher.

The teachers had been introduced to all of the new materials as well as to the audio-lingual method of teaching languages during the workshop, and so could follow the text quite well. Learning a language without a text seemed to be a new experience to most of the students. The prepared visual materials and any realia the teachers might supply were the only tangible things that the students could work with to learn the dialogues and practice. Visuals minimized use of English in conveying meaning to words and expressions and the conversational situations. The short dialogues were easy enough to be memorized after a few repetitions. None of the lessons seemed too difficult. The most troublesome structures seemed to be the relationals. An activity centered approach with role-playing, gestures for replies, acting out songs, and dramatization kept interest alive most of the time. Teachers, too, were most enthusiastic about the materials, and seemed to enjoy using them.

Because of the late beginning of class session, due to two to three weeks time for organization of the total school program and other special activities (special programs, standardized testing, excursions, etc.), only two schools finished Volumes I and II of the elementary school materials. The other three were unable to finish one or more units. Quarter tests were prepared and administered to coincide with the school quarter periods. In time, however, the differences in the lesson coverage made it very difficult to prepare one test for all

schools; so the content coverage of tests was changed to unit tests rather than materials covered to be administered after completion of each unit.

In the secondary school pilot program copies of all the instructional materials, which included slides, overhead transparencies for lesson presentation and drill, flash cards, and textbooks for each of the students and the teacher, were provided for each pilot school. Teachers had worked with the new materials at the summer workshop and so the program started with no special problems. Regular reports from the teachers indicated that students enjoyed the visual presentation of lesson materials and showed much interest in the lesson dialogues which were about subjects from the students' daily lives and activities.

Level I materials (Volumes I and II) were not completed by any of the pilot classes. The majority finished Unit Three and/or part of Unit Four in Volume II. This 'slowdown' has been attributed to the many interruptions in the class sessions so that classes could not proceed in their work as scheduled. Generally speaking, the materials seemed acceptable and adequate and no reorganization of the lessons seemed necessary, except that the quarterly tests had to be revised to unit tests as were the elementary school tests.

The visuals seemed to help in delivering the various concepts which otherwise would have required much explanation in the mother tongue. The mobile drill projectuals were especially appreciated by the teachers and students in drilling the various structural points. The students enjoyed the new technique in drills for it required use of two senses--hearing and seeing. Flash cards had multiple applications and the teachers found them useful for drilling as well as for review of patterns and vocabulary items.

The visuals were particularly good for teaching culture by pointing out the characteristics, similar and dissimilar, of the American and Japanese cultures. The concept of learning through the visual sense by passive means was already an accepted principle. Most schools used tapes in the classroom, which substituted for a language laboratory. Students listened and repeated in unison and the teacher listened for errors as she walked around the room, sometimes stopping the recorder to make corrections. This gave some relief from strenuous oral drill sessions to the teachers, many of whom had classes consecutively for four to five periods a day.

At the completion of each unit, teachers turned in remarks and comments on evaluation sheets prepared to minimize their work. These comments were carefully checked by the text writers, the artist, and the tapescript writer. The materials were then revised where necessary, incorporating teachers' suggestions and recommendations.

The effectiveness of the materials was also checked indirectly by administrating written quarterly examinations and taping oral production at the end of the year. The tapes were evaluated by native speakers with criteria designed by the evaluation team.

Development of Level II materials already started during the summer was the major concentration of the school year. These materials were tried as developed at the University Laboratory Schools where classes established in the fall of 1966 as the experimental group were maintained. The elementary group of third graders selected from a second-third combination class was continued with a loss of one student. A 15-minute class scheduled at 10 a.m. in the morning proved satisfactory, especially as students were no longer concerned over classwork or assignments missed in other subjects when they were removed from other classes for Japanese instruction as the previous year. This year classes were scheduled as part of the students' programs.

After the first trial, a systematic single format for the lessons were established, and the presentation of materials and techniques in drilling were incorporated in the materials prepared for the teacher. The change in media to slides was a new experience for the teachers and students, and the vivid colors and more dramatic visuals were welcomed by both.

Roomaji reading was introduced in the second semester. Although it was difficult to see whether the students were truly reading roomaji or whether they were repeating what they had memorized, since all the materials presented were already covered in previous lessons, students seemed to have little difficulty. With the addition of this new activity students had renewed interest and enthusiasm.

In the Laboratory Schools, the secondary grades 7 and 10 classes established last year to test the secondary materials continued to try the second level materials. Grade 8 (grade 7 of last year) was given Volume II, some lessons of which were covered last year before the textbook was reorganized and revised into two volumes. Dialogues were presented with overhead transparencies which were prepared in black and white. Drill materials were also done in transparencies, some of which were in wheels to facilitate drills especially on structure.

Classes met four days each week with each session lasting for 50 minutes. With the diversified programs in a small school (500 students) this was the best arrangement possible. Students were required to go to the language laboratory for sessions of at least 20 minutes twice a week to keep up with oral practice.

The tenth grade class went on to Volume III, the second level materials. In order to complete the materials in Volume II, the class was first given materials in Volume II which had not been in the original combined volume.

Objectives set up for Level II, Secondary were as follows:

1. Facility to carry on a simple conversation about daily activities within the life of a student.

2. Ability to understand a native speaker speaking naturally in a conversation with another native speaker within the limited area of students' capability.

3. Ability to appreciate Japanese culture and art to the extent that the student would go to a movie or a cultural or art show on his own volition.

4. Ability to read materials written in hiragana within the context level and understand them.

5. Ability to write hiragana by dictation within the context level.

6. Ability to compose a simple paragraph with three or four sentences.

Reading and writing of hiragana and simple kanji were introduced in Volumes III and IV through short conversational situations. This new activity helped to revive the enthusiasm and interest in the daily routine. The method of introducing reading and writing through complete sentences already mastered, allowed much ease in learning the syllables. The reading and writing of relationals which are so troublesome in Japanese seemed less difficult a task when learned as relationals from the beginning, that is 'wa' as (は), 'e' as (へ), and 'o' as (を). The relationals seemed to fall into the pattern of a sentence naturally. An average of five to six hiragana and two new structural points presented with an average of eight - ten new vocabulary words seemed about the right amount to be handled by the average students.

Phase III (June 15, 1968 - August 31, 1969)

Evaluation of the Project at its halfway point with two years of materials development and one year of field testing in the private and public schools was concluded during early summer 1968. It afforded enough data and reports to suggest reorganization of the secondary school text and to continue the operation and production schedules for the elementary school materials. A re-evaluation of the total project activities seemed necessary and profitable.

By the third year of production, the staff members were already quite adjusted to the routine of developing new materials on the one hand and revising the tested materials on the other. Text writers of both the elementary and the secondary materials continued the preparation of the lesson dialogues which were sent to the illustrator who rendered the illustrations for lesson presentation. While the artwork was being done for the dialogues, drills, notes and exercises were written so that they were ready together for the teacher-investigator. Meanwhile drill visuals were delivered as they were ready, and one lesson materials were now complete for testing and evaluation in the Laboratory Schools. Tapescripts for the lessons were prepared by the script writer and the teacher-investigator according to the student's need for practice outside of class or during scheduled laboratory periods. During the weekly scheduled time, native speakers taped the lessons and the drills from the tapescript. When the lessons for the unit (three lessons for the elementary and four for the secondary) were finished the test writer developed the unit test to be administerd

as soon as the unit was completed. As the experimentation with one unit was completed, comments, criticisms and suggestions were fed back to the project staff to be evaluated.

Incorporation of suggestions for improvement in the method of presentation and quality of the curricula materials was a continuous process. Minor revisions and suggestions were incorporated immediately into the materials but the necessary major revisions were left for the summer months.

Development of Level III materials continued, but production slow down was experienced from time to time. Delay in any stage of the process caused much anxiety and pressure to the personnel who could not proceed without materials to work with. A tight production schedule had to be observed for the final deadline to be met.

Pilot school classes in the elementary and the secondary schools were continued for the testing of Level II materials. After a short review all classes resumed their regular lessons where instruction was concluded at the close of the previous school year. Among the elementary schools only two advanced at a moderate rate and the quantity of materials prepared for them seemed sufficient and content appropriate. Scheduling twenty 30 minute classes within their already full daily program was always a problem at the beginning of the new school year for many schools. This was particularly the case at Kaneohe Elementary School and Japanese instruction could not begin until almost the second semester due to the implementation of another program in language arts. At Kuhio the original pilot teacher's position was deleted and the regular classroom teachers carried on as best they could, but could not follow at the rate expected. Meanwhile, the private school's program was deleted because its new administration's policy on foreign languages changed and the elementary program was discontinued.

The secondary pilot schools posed other problems. As the year progressed it became evident that the three year materials, Volumes I-VI prepared could not be covered in three years by the pilot schools. Report back from the teacher-investigator at the Laboratory School had already indicated that this might be the case, and it was confirmed by the pilot schools' performances. A re-evaluation resulted in redesigning and reorganizing the texts from mid-year rather than waiting until the end of the school year. It was decided that the Level II materials (Volumes III and IV) already prepared be divided into Levels II and III materials, making Volume III become the new Volumes III and IV for Level II and Volume IV become the new Volumes V and VI for Level III.

Phase IV (September 1, 1969 - August 31, 1971)

Many inquiries about and requests to use the project materials were being received and provisions to make the materials available had to be made. Following the procedures for obtaining a limited copyright for at least five years, without which the publishers would not

consider publication, a request for a limited copyright in the name of the University of Hawaii was made early in November, 1968. This request was granted in March, 1969 and subsequently, with the approval of the Office of Education an agreement was made with Tongg Publishing Company to publish the developed materials in July, 1969. Now, another activity was added to the project activities, that of final preparation of materials for publication.

With this heavy operational schedule, production slow down was inevitable. As a result the elementary materials production was constantly pressured for new materials for the teacher-investigator and her class. Visuals were often tested during the review sessions rather than with the presentation. With the ingenuity of the teacher-investigator in developing materials for reinforcement and review the class suffered no loss of time nor continuous instruction, and materials production continued as best it could. Many of the ideas and materials prepared and used by the teacher-investigator were incorporated in the final revision. In fact, the hiragana workbook prepared to introduce reading and writing hiragana was almost entirely developed by the teacher-investigator. Volume VII was completed as scheduled, but Volume VIII lacked a couple of lessons to be completed at the end of the year. This, however, did not hamper the progress of the class as classwork also slowed down with various extra-curricular activities toward the end of the year.

Because of the reorganization of the text materials, the secondary materials production was slightly ahead of schedule. This afforded much time and effort for the final revision and preparation of materials for publication. By the end of December, 1969, Volumes I and II were published and were being used by ten public and private schools in Hawaii besides the pilot schools.

However, development of Secondary Volume VII continued at a pace only slightly ahead of the class at the Laboratory School. In time, production could not keep up with the class, and so the Laboratory School class proceeded to Learn Japanese - College Text by Young and Nakajima, which was to be adapted for the Secondary Text, Volume VIII. This worked out very well as this particular class was a bright class. The last two lessons of Volume VII and all of Volume VIII, however, could not be tested at the Laboratory School before field testing in the public pilot schools.

In the pilot program there was also a general slow down in all of the classes. Both elementary and especially the secondary teachers complained about the many interruptions with various kinds of activities and eventual slow down of instructions. The elementary schools, which were already behind schedule with a late beginning, were further delayed in their progress because so much review was necessary before commencing with the new lessons. With the introduction of reading and writing hiragana, however, students were motivated again with renewed interest. At the end of the year, two schools barely finished Volume V and the other two started Volume V and completed about two units.

The secondary pilot schools were finding the materials which had been originally the second semester materials for the second year with content more to the interest of the students. Evaluation questionnaire results and comments from both teachers and students indicated that the lesson content was more relevant to the students and the conversations on politics, education, social customs and traditions of Japan very interesting, enjoyable and more to the intellectual level of the students than the everyday conversations of the previous volumes. Except for the last lesson or two in Volume VI, all secondary pilot schools covered Volumes V and VI.

Phase V (September 1, 1970 - August 31, 1971)

Teacher and student evaluations were once again evaluated and many suggestions from them were incorporated in the final revision of the Elementary Series. Whenever the lesson content was changed or revised it generated a chain reaction of rewriting and revising of the visuals and tests adding more work to the already demanding schedule of the project staff. However, by May, 1971 all eight volumes of Learn Japanese - Elementary Texts were completely finished in final form for the publisher.

The elementary pilot program to test the Elementary Level IV materials was now behind schedule, and only one class remained anywhere near the projected schedule of field testing. All other classes were still existing and covered materials meant for the previous year. Without the student's edition of the text and the Hiragana Workbook, teachers were having a difficult time to 'catch up' with the lessons. Only one class finished Volume VII, which was only one half of Level IV materials; the others completed only Volume VI.

By early summer 1970, Secondary Texts, Volumes III and IV were published, and preparation of Volumes V and VI for publication was scheduled as well as the revision and preparation of Volumes VII and VIII for the pilot schools. The secondary materials were still behind schedule, and so the lessons were reproduced as they were revised after first trial, or finished without first trial for the pilot schools as well as for the publisher. Volume VII of the secondary materials was finally finished in May. The final forms for both Volumes VII and VIII were ready for publication by June 1971. The secondary pilot schools also had difficulty keeping up with the prescribed volume of lessons. Because all of the secondary schools started with the tenth grade, all of the students who started in the program had graduated and testing of the materials with the total original group could not be continued. The pilot program had reduced to only one class, which was the only class that had been kept intact through the intermediate and high schools. With the reduction of class hours caused by numerous other school activities and possibly with more and more difficult and 'loaded' lessons to master, progression of the class was slow. Volume VII which turned out to be a huge volume was not completed by the pilot class. Both students and teachers, however, found the lessons interesting and informative and reacted favorably to the content covered.

CHAPTER II

MATERIALS DEVELOPED*

A. Textual Materials

1. Basic Considerations

Since it is impossible to assume that everyone begins learning a second language at the same time, it is necessary to provide for a system whereby students can enter language classes at various stages of their education with a minimum of random learning and non-structured overlapping of or gap in instruction. Such a system embodies a program of studies coordinated throughout the various levels of second language education. This is the sequential continuity program.

In the process of developing coordinated materials for the elementary and secondary schools a program with a long sequence -- from the elementary to college -- was considered essential in the design. One important basis in establishing a sequential language program was instructional materials, consisting of two essential components, the Required Elements and the Enriched Elements.

The Required Elements consist of three bases: (1) Structure, (2) Vocabulary, and (3) Content.

The structure of a language is the framework around which the language is built. However, structure alone does not make language. For example, in the sentence Gakkoo e ikimasu, the structure: Predicate modifier = predicate, or, Noun + Relational + Verb (non-past intransitive) is meaningless as language without the words Gakkoo e ikimasu. Vocabulary words are needed to give meaning to the structure. These vocabulary words are selected so that the content of the sentences and conversations is coherent, meaningful, and relevant to the student. Content must be carefully considered on the basis of the cultural as well as semantic information it imparts. It is content which binds structure and vocabulary into meaningful language units. The three bases are basic and inseparable in language. The concept of these three basic components of the Required Elements can be thought of as the three sides of a triangle with structure, the basis of any language, serving as the base of the triangle, content along one side, and vocabulary along the other.

These basic elements of structure, vocabulary and content are presented in the form of expressions within the sequential text materials.

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*See Chart VI for the complete listing of materials developed.

The expressions are divided into three types: (1) Core Expressions, (2) Functional Expressions, and (3) Idiomatic Expressions.

(1) Core Expressions are those which embody a structure applicable to many utterances. In learning such expressions the student also learns a basic structural pattern which has wide application depending on changes in vocabulary and content. For example, the pattern Gakkoo e iku may serve as the basic pattern for many other sentences such as Uchi e kaeru or Tookyoo e irassharu. Core Expressions, then are expressions which are based on specific structures applicable in the formulation of sentences and which are treated as cumulative or Required Elements in the sequential text materials. This means that students are held responsible for the complete mastery of the Core Expressions introduced at each level.

(2) Functional Expressions are essentially the same type of expressions as Core Expressions in that they are applicable in the formulation of many other sentences. However, within the structure of the sequential text they are not treated as cumulative elements. From time to time it may be desirable to inject an expression other than the Core Expression which is being introduced in a particular lesson in order to enrich the content or to maintain the continuity and natural flow of the conversation. For example, in a lesson discussing school, the target Core Expression might be Gakkoo e ikimasu but within the context of the lesson the expression Gakkoo e iku deshoo might also be injected. Gakkoo e iku deshoo would not be treated as a cumulative expression, however, and students would not be expected to master its structure and be able to apply it using different vocabulary and content. The structure of the expression Gakkoo e iku deshoo would be treated in a later lesson as a Core Expression. Functional Expression then, are expressions which are applicable to other sentences in a structure sense but are not treated as cumulative material within the textbook.

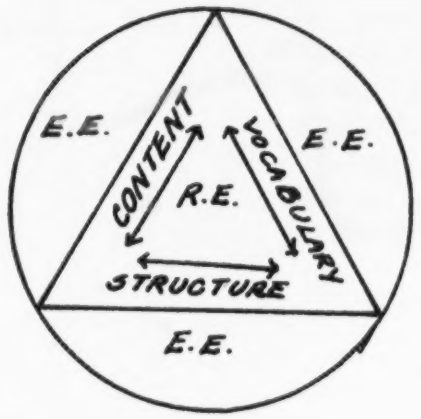
(3) Idiomatic Expressions are expressions such as Ohayoo gozaimasu, Konnichiwa, or Itadakimasu, the meaning of which is not one that one would expect from their composition (structure and vocabulary). Therefore, while the composition of Idiomatic Expressions may be found elsewhere in a regular structure pattern, their special meaning and usage distinguish them from other expressions with the same patterns and they must be considered separately. The mastery of such Idiomatic Expressions is essential to a mastery of Japanese and within the sequential text materials they are treated as cumulative expressions and sequenced accordingly. Idiomatic Expressions may also be treated as non-cumulative expressions and be used merely as Enrichment Elements though it is preferable that they be included as cumulative material.

In explaining the distribution of the three types of expressions within these two categories, the following illustration can be used. The entire textbook for each level is represented by a circle and the required cumulative elements in the text by a triangle within the circle. The parts of the circle outside the triangle represent the

Enrichment Elements of the text. The relation of the three bases of the Required Elements to the text as a whole is also illustrated.

E.E. = Enrichment Elements

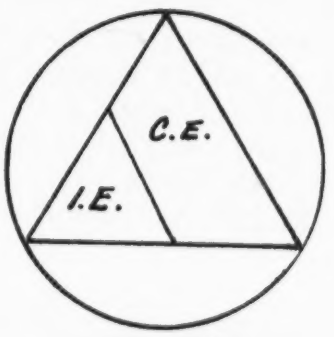
R.E. = Required Elements



The Required Elements (triangle) of each text consist exclusively of cumulative material--material which the students must master before continuing to the next higher level and which will be used as a base for further learning. Core Expressions and the Idiomatic Expressions are included in the cumulative Required Elements of the text as illustrated below and these cumulative expressions contain vocabulary, content, and structure.

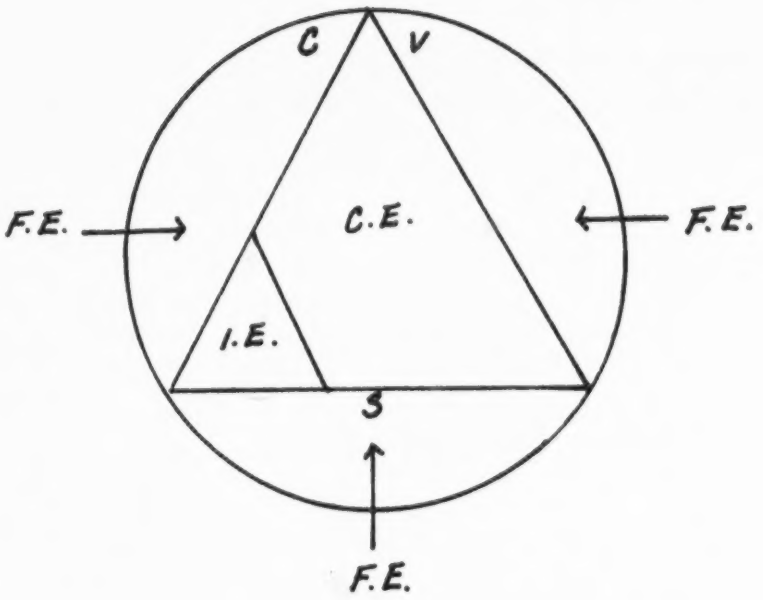
C.E. = Core Expressions

I.E. = Idiomatic Expressions



The Enrichment Elements consist of non-cumulative materials which are not required of students in order to continue to the following level. They include Functional Expressions plus vocabulary and content (including culture) additional to that of the cumulative expressions as illustrated. Enrichment Elements are presented in the following ways: (1) Functional Expressions, which contain new but non-cumulative structure patterns, are introduced using new non-cumulative vocabulary and content; (2) Functional Expressions are presented using vocabulary and content already covered in the cumulative material; (3) new non-cumulative vocabulary and content are introduced through Core Expressions which have been already mastered by the students in previous levels.

C = Non-cumulative additional content (including culture)
V = Non-cumulative additional vocabulary
S = Non-cumulative additional structure



In setting up a sequential continuity program, the major grade ranges in which the program is to function must be carefully decided. These various grade range divisions are referred to as blocks. Within each block various levels of language classes are established and the different grades within a given block may be mixed among the levels of language classes within that block. In other words, if a block consists of grades three through six within which four levels of proficiency are established, students from grades three, four, five and six may be mixed in the same language class if they are all of the same level in language ability and if such mixing of grades is professionally sound and administratively possible. The purpose of the block system is to make possible the mixing of grades in the various levels within that block. Classes may never be mixed. Because class grade does not determine class placement within a block, the establishment of blocks must be a carefully conducted process.

Two factors must be considered in determining blocks; these are the factors of professional judgment and administrative entity. Whenever possible it is efficient and convenient to make one block coincide with one administrative entity. For example, if an elementary school consists of grades three through six it is convenient to make that one administrative entity into one block in the sequential continuity program while it is completely impractical to make grades five through nine one block if this overlaps two separate administrative entities, an elementary and an intermediate school. However, administrative entity is not the only factor to be considered. Should grades one through eight or one through twelve exist in one administrative entity it would be inadvisable to make this into one block not only because it is too big to function efficiently but because it would be psychologically and educationally unwise to mix children of such a wide grade and age difference. Here the criterion of professional judgment must be considered. Professional educators advise that it is psychologically and educationally unsound to mix students of too great an age difference in the same class, regardless of their academic ability. Factors such as the children's maturity,

interests, and learning process must be considered in addition to language proficiency. This criterion of professional judgment is the prime factor in determining blocks. Block division made on the basis of professional judgement are based on psychological and educational considerations. Further division of these blocks based on the criterion of administrative entity is merely a physcial division necessary to make the program administratively workable.

Since no decisive information on the mixing of children of different ages and grades into the same classes was available at that time, the criterion of professional judgment decided upon as the hypothetical basis for determining blocks in the project experiment divided the three to twelve grade range covered by this project into two consecutive blocks, the first consisting of grades three to six and the second of grades seven to twelve. This meant that, on the basis of professional judgment, grades three through six and seven through twelve would always be separate blocks. Mixing of grades could occur within each of these two blocks but not, as a general rule, between them. While K Block should be a part of the sequence in the total sequential continuity program it did not seem feasible at that time to set up such a block. K Block or Kindergarten Block would include kindergarten and grades one and two, which should be handled separately. This block system is illustrated in the chart below. The block which covers grades three through six is referred to as the Elementary School Block as these are the grades usually included in elementary school; the block which includes grades seven through twelve is referred to as the Secondary School Block as these are grades covered in intermediate and high schools.

EXPERIMENTAL TWO-BLOCK PROGRAM

ELEMENTARY SCHOOL BLOCK	SECONDARY SCHOOL BLOCK
(Grades 3 - 6)	(Grades 7 - 12)
[3] [4] [5] [6]	[7] [8] [9] [10] [11] [12]
	Block Division determined by professional judgment

For example, in an administrative system which consists of three administrative entities it is necessary to establish three blocks because the program would be administratively unworkable otherwise.

The criterion of professional judgment requires that there be always a minimum of two blocks established but this minimum number may be further modified according to the criterion of administrative entity.

The following chart II shows some of the predominant administrative educational systems in the United States.

CHART II

ADMINISTRATIVE EDUCATIONAL SYSTEMS

Administrative Entity Systems	No. of Administrative Entities
A. 12 System (Grades 1-12)	1
B. 6-6 System (Grades 1-6, 7-12)	2
C. 8-4 System (Grades 1-8, 9-12)	2
D. 6-2-4 System (Grades 1-6, 7-8, 9-12)	3
E. 6-3-3 System (Grades 1-6, 7-9, 10-12)	3

Using the above as sample criteria of administrative entity, the basic two block system would be adjusted as follows:

System A (12) — Although there is only one administrative entity in this system, it must be divided into at least the two basic blocks established by professional judgment. These would consist of grades three to six and grades seven to twelve. If necessary, more blocks could be established but the above would be the minimum blocks required.

System B (6-6) — In this system two blocks are needed because there are two administrative entities. In this case the administrative division is the same as the block division rendered through professional judgment so two blocks, consisting of grades three to six and seven to twelve, would be established.

It should be noted that both Systems A and B have the same block divisions as illustrated below:

SYSTEMS A and B

Elementary School Block Grades:	Secondary School Block Grades:
[3] [4] [5] [6]	[7] [8] [9] [10] [11] [12]

System C (8-4) — In this system it is administratively necessary to have at least two blocks. However, in order to follow the criterion of professional judgment, two separate blocks must be set up within the one administrative entity of grades one to eight making a total of three blocks. The first, or Elementary School Block would consist of grades three to six, the second, or Intermediate School Block of grades seven to eight, and the third, or High School Block of grades nine to twelve.

System D (6-2-4) — Three blocks are required in this system because there are three separate administrative entities. Grades three to six would constitute the Elementary School Block, grades seven to eight the Intermediate School Block, and grades nine to twelve the High School Block.

Thus, the same block systems would be established for both Systems C and D, as illustrated below:

SYSTEMS C and D*

Elem. School Block Grades: [3] [4] [5] [6]	Intermediate School Block Grades: [7] [8]	High School Block Grades: [9] [10] [11] [12]

*Basic block division based on the criterion of Professional judgment is indicated by a solid line; sub block divisions based on administrative entity alone are indicated by a dotted line.

System E (6-3-3) — This system also requires a minimum of three blocks. However, in contrast to Systems C and D, the Intermediate School Block would consist of grades seven to nine and the High School Block of grades ten to twelve as illustrated below:

SYSTEM E

Elem. School Block Grades: [3] [4] [5] [6]	Intermediate School Block Grades: [7] [8] [9]	High School Block Grades: [10] [11] [12]

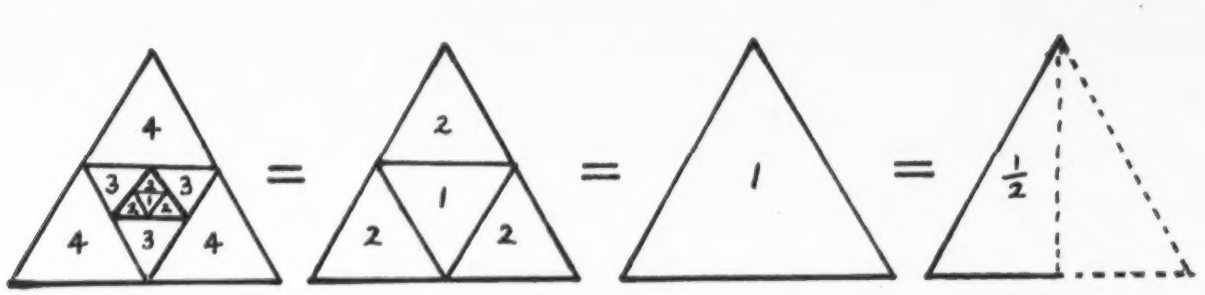
The program experimented in this project was divided into two basic blocks, the Elementary School and the Secondary School blocks which, depending on the administrative entity system to which it was applied, was further sub-divided into Elementary School, Intermediate School, and High School blocks. Within each block, class levels of

language proficiency was established.

One main goal of the sequential continuity program is to develop an equation system among the various levels and blocks. This is determined by the content of the Required Elements of each level. For example, if the Required Elements taught in Levels One and Two of the Intermediate School Block are the same as those covered in Levels One through Four of the Elementary School Blocks (E-1 to 4), then the students who have completed E-4 is on an equal level with the students who have completed Secondary School Block One and Two and these two levels can be equated. Because what is being compared and equated are only the cumulative Required Elements of each level, the basis of comparison used below is again the triangle. Triangles of equal size represent the level or combination of levels which are equated.

EQUATION OF SYSTEM D (6-2-4 System)

Elem. School Block (4 levels)		Int. School Block (2 levels)		High School Block (1 level)		College Block (1/2 level)



The tentative inter-block equations are:

Elem. School Block Levels 1-4 = Inter. School Block Level 2
Inter. School Block Levels 1-2 = High School Block Level 1
High School Block Levels 1-2 = College Block Level 1

Some questions may arise as to whether or not the equation system can actually be applied as an absolute criterion in determining the ability and placement of students. The answer to this is that it cannot. The main purpose in creating an equation system is not to provide an absolute standard in placing students but to provide a basis for compiling material into a textbook in a sequentially arranged pattern and to establish some fundamental understanding as to what constitutes the minimum level of achievement to be used as the basis for the succeeding level. The equation serves only as a basic guide or starting point in placing students and is subject to adjustment according to many other factors. Variables such as differences in students' ability, motivation, and home environment, in the ability of teachers, and in the length of time allotted to cover the same material in different classes of the same level; i.e., regular, accelerated, and intensive course must be considered. Whether or not a student continues after a period of interruption or gap during which he did not study the language would also affect his standing and placement in the sequence.

Factors such as these make impossible the establishment of any absolute equation system; and placement tests or some other means of evaluating students' real ability must be used to supplement the basic equation system in placing students.

Two series of texts have been compiled for grades three to twelve in this sequential continuity program. One is the Learn Japanese: Elementary School Series for four levels for students from grades three to six, and the other Learn Japanese: Secondary School Series, also in four levels, for use in grades seven to twelve. Although the approach and methods used in the two series differ according to the different ages and psychological levels of the target students, the texts have been compiled in such a manner that the materials in them are mutually coordinated and the content of the two series can be equated at certain points. The Elementary and the Secondary School Series will be followed in the sequence by Learn Japanese: College Text or Learn Japanese: Pattern Approach, a college text currently used at the University of Hawaii and some other universities.

The sequential text materials are compiled according to the "Interrogative Process," using the four interrogatives what?, how?, which?, and when? as the basis for compilation.

(1) What? refers to the kind of content which is to be included in the text material. Content should be chosen which is of interest and use to children of the age group of a particular level and block. It must also be decided what types of expressions (statement, question, request, vocabulary, etc.) are to be included. This is the native language selection state.

(2) How? refers to the determination of how the expressions in the target language serve the purpose of What?. There may be many ways in the target language in which to express the content which the speaker might wish to convey to the listener, e.g., request: Ikinasai, Itte kudasai, Ike, Irasshai, Itte Itadakitai, etc. This is the target language at-large stage.

(3) Which? refers to the selection of expression in the target language to be used in the text. We might select the te + kudasai form for this purpose. This is the target language selection stage.

(4) When? refers to the order in which expressions are introduced within each level and block. To facilitate the learning process, the structure of each expression must be considered and the expressions introduced in such a way that a structurally simple pattern will serve as the base for learning a related but expanded structure. For example, a series of expressions such as (1) Yonde imasu, (2) Yonde kudasai, and (3) Yonde moratte kudasai might be introduced in this order. This is the target language gradation stage.

In order to maintain a high level of motivation for students throughout their language study, the sequential continuity program is operated on a spiral system. According to this plan, the students'

language studies progress in a spiral movement. Within each spiral students master an adequate amount of material to add one complete new facet to their language ability. Too often in language study such a long time passes before the students are able to actually express themselves in the target language that they become frustrated and often discontinue their studies. In the sequential continuity program, the material is arranged so that at periodic stages students attain mastery of enough material to be able to communicate something new in the target language and the satisfaction derived from these clearly visible advances help maintain their motivation. Ideally, one complete spiral in the sequential program is achieved at each language level.

The Japanese sequential continuity program is based on a unique language learning hypothesis which has been called the Camel Approach. This hypothesis holds that new material introduced to the student need not be evenly distributed. As the camel travels from oasis to oasis in the desert, existing on what he has ingested in the oasis, the student may ingest a large amount of new material at a so-called 'oasis' in his language study and then spend another period during which he fully digests and masters the new material. The formula for this process might be written: Desert - Oasis - Desert - Oasis - etc.

In the sequential continuity program, the proportion of new material introduced in the various levels of a given block might differ. For example, assuming that the total amount of material covered in the text material for one level, including both Required Elements and Enrichment Elements, totals 100%, the hypothetical corresponding percentages might be:

Textbook Content	Level 1	Level 2	Level 3	Level 4
Required Elements	90%	70%	50%	80%
Enrichment Elements	10%	30%	50%	20%

From the standpoint of the Camel Approach, such an uneven distribution in the presentation of new material would not be detrimental to the students' learning process and would greatly aid in realizing the equations between the various blocks and levels within the language program sequence.

2. Elementary School Series

Learn Japanese - Elementary School Text Series consist of eight volumes for teacher's use only:

	First Semester	Second Semester
Level I	Vol. I	Vol. II
Level II	Vol. III	Vol. IV
Level III	Vol. V	Vol. VI
Level IV	Vol. VII	Vol. VIII

Materials in each volume are arranged in five units of three lessons each, with the last lesson of each unit as review. Each lesson is planned for one week of five days with a class session of at least 15 minutes per day. With such a daily exposure, the total amount of time to complete the 30 lessons for each level is approximately 150 days with an allowance for activities other than those connected with Japanese classes such as orientation and adjustment at the beginning of school, diagnostic and achievement testing programs, assemblies, excursions, and holidays. Full consideration is given to the language needs of the elementary school students, the level of formal Japanese spoken by Japanese children, and the necessary introduction of cultural aspects of Japan.

Expressions introduced in the dialogues are selected on the basis of what the children might want to say in Japanese in actual situations in which they find themselves. One or two expressions common in the everyday conversation of children are chosen for each lesson. These expressions may not necessarily be patterns to be taught in that lesson, and may be reintroduced as cumulative patterns in later lessons. They are introduced in situations meaningful to children so that their use may be transferred. Idiomatic and cultural expressions in which the meaning of the total expression are not the sum of meanings of their parts are also introduced.

Kyooiku Kihon Goi (Basic Educational Vocabulary) by Ichiro Sakamoto as well as the vocabulary list of the Learn Japanese - Secondary School Text Series, were consulted for the selection of vocabulary. Final selection of words were made according to:

1. Frequency in the children's speech in everyday activities and surroundings;

2. The need for the introduction of children's stories and songs to create and maintain interest;

3. Frequency in adult's speech that the children need to know;

4. Inclusion in the Learn Japanese - Secondary School Text Series.

Approximately 140 vocabulary items were introduced in Level One.

The lesson format established for each volume in the series is as follows:

1. Objectives

   The objectives of the first two lessons in each unit include the new structural points, vocabulary, and useful expressions. The objective of the third lesson is review of the first two lessons of the unit.

2. Expressions or Dialogue

   The dialogue is presented in a natural setting familiar to the pupils. The aim is to encourage the pupils to hear, speak, understand, and enjoy the Japanese language through meaningful conversation. The conversations include new structural points, useful expressions, and some of the new vocabulary items. The new words that are not included in the dialogue are included in the practice section and may be used in dialogue adaptations. The useful expressions include two types of sentences. The first is the non-pattern type. Some sentences of this type are: Ohayoo gozaimasu, Kon'nichi wa, and Gomen nasai. These sentences are introduced for cumulative learning in the text. The second is the pattern type. This type is injected into the dialogues to maintain the continuity and natural flow of the conversation. For example, Ima ikimasu in Volume I, Lesson 13 is considered as a useful expression inasmuch as the -masu form has not been introduced as a structural point in this lesson. The -masu form is introduced as a new structural point in Volume III, however, and is treated as a cumulative expression there.

3. Practice (drill)

   This section includes examples of drills suitable for elementary pupils. Time spent on the drills will depend on the interest and ability level of the students. Pupil performance and progress should determine the length and intensity of the drills.

   During practice sessions teachers are encouraged to use visuals and realia, or to dramatize the expressions in order to emphasize the meaning. Teachers should use many different types of cues in conducting the drills. Motions, facial expressions, realia, oral, and visual cues can be combined effectively to elicit a response from the class, groups, or individual pupils.

   The first set of each type of drill appearing in the practice section serves as a model for the other drills of that type, although not all of them are so labeled.

Teachers are encouraged to refer to the Teacher's Guide for additional hints in conducting the drills.

a. Repetition drill
b. Recognition drill
c. Response drill
d. Substitution drill
e. Expansion drill
f. Chain drill
g. Dialogue memorization drill
h. Role playing

4. New Vocabulary

The new vocabulary appearing in each lesson is listed alphabetically. Passive learning items are noted with an asterisk (*). These items are used in the dialogue to elicit a certain type of response and are not cumulative. The students are not required to master the passive items, but are merely exposed to them. All other items are introduced for active learning by the pupils and are cumulative. Cumulative items are used as a base for further learning and must be mastered by the pupils.

5. Suggested Activities

Songs and games included in this section are to be used at the teacher's discretion. These activities aim to keep the pupils interested in the study of Japanese in an informal but meaningful context.

6. Notes

a. Structural notes explain the new structural points introduced in the lesson.

b. Additional notes on the language are given under usage where pertinent points on language use are explained for teacher's reference. The information may be explained to the pupils if a teacher feels that it is appropriate.

c. Culture notes explain the customs and behavior of the Japanese people as related to the language and daily life. The pupils may find this information interesting and helpful in gaining an understanding of the Japanese culture.

d. Pronunciation notes indicate the possible areas of difficulty which may occur during the practice sessions. The notes also suggest review of certain difficult sounds which need to be practiced.

LEARN JAPANESE - ELEMENTARY SCHOOL TEXT, Level I, consist of Volumes I and II. It is the first step in a sequential language learning program which starts at grade three and the main goals are to elevate the pupil's motivation and to cultivate proper pronunciation habits. Therefore, the listening and speaking skills are emphasized. The spontaneous acquisition of spoken language is facilitated through imitation, repetition, drill and role playing.

In the first volume, the pupils are introduced to two main characters, Yooko and Masao, whose activities are adapted to the interest, age and experience of the language learner. It is designed for the first semester and contains the following lessons:

Unit 1, Lesson 1 Yooko and Masao at School
Lesson 2 Yooko and Masao at Home
Lesson 3 Review: Useful Expressions
Unit 2, Lesson 4 Getting Acquainted
Lesson 5 Masao's Birthday Party
Lesson 6 Review: Introductions
Unit 3, Lesson 7 Studying at the Library
Lesson 8 Playing Ball
Lesson 9 Review: Visiting Friends
Unit 4, Lesson 10 Children's Paintings
Lesson 11 Folding Origami
Lesson 12 Review: Masao's Painting
Unit 5, Lesson 13 Dinner is Ready
Lesson 14 Enjoying Refreshments
Lesson 15 Review: An Afternoon Snack

Volume II is planned for the second semester and continues the activities of Yooko and Masao in the following lessons:

Unit 1, Lesson 1 After a Shopping Trip
Lesson 2 Looking at Photograph Albums
Lesson 3 Review: Yooko and Her Grandparents
Unit 2, Lesson 4 Playing Games
Lesson 5 Relaxing at Home
Lesson 6 Review: With Yooko's Grandmother
Unit 3, Lesson 7 At the Restaurant
Lesson 8 At the Supermarket
Lesson 9 Review: At the Park
Unit 4, Lesson 10 At the Pet Shop
Lesson 11 At the Zoo
Lesson 12 Review: At the Street Corner
Unit 5, Lesson 13 Going to School
Lesson 14 Looking at the Calendar
Lesson 15 Review: Masao and Yooko's Activities During the Week

Volume I contains roughly 77 vocabulary items, 12 patterns and 16 useful expressions while Volume II contains 62 vocabulary items, 12

patterns and 5 useful expressions. A supplementary section on Special Activities has been included in Volume II; however, use of the materials in this section is optional. Volume II also includes a greater variety of drill materials some of which are not used in the first volume. The introduction of additional interrogative words, verbs, nouns, and short answers in Volume II has increased the number of possible responses. The pupils will have many opportunities to select their own answers with or without a given cue. The cues in Volume II have been arranged in such a way that different types of cues can be used by teachers in conducting the drills.

Elementary Level II texts, consist of two volumes, III and IV. LEARN JAPANESE - ELEMENTARY SCHOOL TEXT, Volume III, is the first semester program for elementary school Level II students. Text materials for Level II include a wider application of the pattern approach to the study of Japanese than did those for the first level. New patterns or structural points are introduced systematically, taking into consideration the pupils' interest, ability and rate of learning.

Each lesson in the text is accompanied by a set of visuals which is used to give cues for the dialogue, vocabulary, and drills. Tapes for the dialogues and new songs accompany the text. These may be used as instructional media or for lesson preparation and planning by the teacher.

The text arrangement and lesson format in Volume III are similar to those appearing in Volumes I and II. Fifteen lessons are arranged in five units; the first two lessons in each unit introduce new vocabulary and structural points and the third lesson consists of a review lesson.

The new format of the Repetition Drill allows for a sentence expansion type of drill. Although utterances appear only once, the number of repetitions will depend on the needs of each class, groups or individuals. At this level of language study, some of the pupils may be capable of asking questions during the Response Drill. Therefore, whenever possible, the question-answer drill can be performed between pupils rather than between teacher and pupil. The selection of drills and time spent on different drills should, of course, be determined by the needs of the language class.

In addition to the simple Substitution Drill, the Substitution-Correlation Drill has been included in this text. In the simple Substitution Drill the pupil is required to replace one segment of the sentence by another word which is given as a cue. In the Substitution-Correlation Drill the cue generates other changes in the sentence. Examples A and B illustrate this point. When students are able to generate parts of the sentence independently, they should be advanced to the level of generating complete sentences, following the model presented by the teacher. This is shown in Example C.

Example A

Model: Kinoo e o kakimashita.

Cue: (yakyuu)
Pupil 1: Kinoo yakyuu o shimashita.

The cue determines the appropriate verb which is used to complete the sentence.

Example B

Cue: (ikimashita)
Pupil 1: Kooen e ikimashita.

The pupil has a choice of nouns but must use the relational e to complete this sentence because at this level of language study e is the only relational taught in combination with ikimashita. However, with other verbs different relationals are used.

Example C

In this type of Substitution-Correlation Drill, the pupil is asked to name two activities or actions that have occurred consecutively or will occur consecutively. It is preceded by a model presented by the teacher.

Pupil 1: Kinoo kooen e ikimashita.
Sorekara yakyuu o shimashita.

Pupil 2: Kyoo hon'ya de kaimasu.
Sorekara uchi de yomimasu.

Pupil 3: Umi e ikimashoo.
Sorekara pikunikku o shimashoo.

Sentence completion, auditory discrimination, and listening comprehension exercises have been added under the Suggested Activities section. As the use of materials under this section is optional, they are to be used at the teacher's discretion.

LEARN JAPANESE - ELEMENTARY SCHOOL TEXT, Volume IV, is the second semester program for Level II students. New materials are combined with some of the vocabulary and structural points introduced in the first three volumes to present a meaningful and interesting dialogue for each lesson. New patterns or structural points are introduced systematically, taking into consideration the pupils' interests, abilities and rates of learning.

Each lesson is accompanied by a set of visuals which is used to give cues for the dialogue, vocabulary and drill. Dialogue tapes and songs which accompany the text may be used as instructional media or for lesson preparation and planning by the teacher.

The text arrangement and lesson format in LEARN JAPANESE - ELEMENTARY SCHOOL TEXT, Volume IV, are similar to those appearing in previous volumes. Fifteen lessons are arranged in five units; the first two lessons in each unit introduce new vocabulary and structural points and the third lesson consists of a review lesson.

The Transformation Drill has been added to the Practice section. This drill requires the students to make a structural transformation in the sentence. In this volume the transformation involves changing an affirmative sentence into a negative sentence and vice versa.

Examples

Teacher: Kore wa kyookai desu.
Class: Kore wa kyookai ja arimasen.

Teacher: Sono okashi wa oishiku arimasen.
Class: Sono okashi wa oishii desu.

Auditory discrimination, auditory comprehension, sentence completion, and question-response exercises have been included under the Suggested Activities section. As the use of materials under this section is optional, they are to be used at the teacher's discretion.

Dialogues for Volumes III and IV are centered around the activities of two new characters, Haruko and Minoru, whose daily experiences serve as a source of new vocabulary items and provide situations for the presentation of new structural points. Vocabulary and structural points introduced in Volumes I and II are also used whenever possible for reinforcement. Volume III introduces 10 structural points, 10 useful expressions, and 93 vocabulary items; and 15 structural points, 8 useful expressions and 108 vocabulary items appear in Volume IV.

Volume III contains the following lessons:

Unit 1, Lesson 1 Telephone Conversation
Lesson 2 At Haruko's Birthday Party
Lesson 3 Going to the Zoo
Unit 2, Lesson 4 One the Way Home
Lesson 5 At the Toy Shop
Lesson 6 Minoru Meets Haruko on the Street
Unit 3, Lesson 7 At the Dinner Table
Lesson 8 Minoru is a Shutterbug
Lesson 9 Visitors
Unit 4, Lesson 10 Talking About Sunday Activities
Lesson 11 More About Weekend Activities
Lesson 12 Seeing a Ship
Unit 5, Lesson 13 Taking a Bath
Lesson 14 At the Library
Lesson 15 In the Classroom

Volume IV contains the following lessons:

Unit 1, Lesson 1 On a Field Trip
Lesson 2 Haruko is Ill
Lesson 3 Minoru is Visiting His Grandparents
Unit 2, Lesson 4 Shopping for a New Dress
Lesson 5 After Watching a Paper-Play
Lesson 6 Helping Grandmother
Unit 3, Lesson 7 On a Sunday Morning
Lesson 8 Going on a Picnic
Lesson 9 Minoru's Diary
Unit 4, Lesson 10 Getting Ready for School
Lesson 11 Sewing
Lesson 12 Preparation for a Party
Unit 5, Lesson 13 Father Comes Home from Work
Lesson 14 Visiting the Farm
Lesson 15 Neighbor's Puppies

Volumes V and VI make up the text materials for Elementary Level III. A total of 20 useful expressions, 21 grammatical structures, and 325 vocabulary words are introduced in this level. For variation and motivation, narrative literary forms such as simple letters, diaries which the pupils can use, and folktales which they enjoy, are introduced in lesson presentations. The directions in the Practice and Notes sections are intended for teacher use. Explanations to the class should, therefore, be modified whenever possible. Cues and suggestions listed for drills should be selected by the teacher according to the needs of the pupils.

Passive vocabulary items are listed in the Objective under New Vocabulary and are marked by an asterisk. Passive items are used to make the dialogue or narrative more interesting and natural. They are not intended for cumulative learning by the pupils.

In the New Vocabulary section, the meaning of different verb forms is no longer listed. In its place, the meaning of the dictionary form is included. It is noted only when the verb appears in the text for the first time.

Examples

tabemashita ..... -MASHITA form of taberu; to eat
tabemasu ..... -MASU form of taberu

Auditory discrimination, auditory comprehension and statement-question exercises have been included under the Suggested Activities section. The use of materials under this section is optional.

Lesson arrangements for Volumes V and VI are as follows:

Volume V

Unit 1,	Lesson 1	Umi de
Uni	Lesson 2	Asa
	Lesson 3	Pikunikku
Unit 2,	Lesson 4	Paatii de
	Lesson 5	Okashiya
	Lesson 6	Omimai
Unit 3,	Lesson 7	Oshaberi
	Lesson 8	Mukae
	Lesson 9	Momotaroo no Ohanashi
Unit 4,	Lesson 10	Jiten'sha de
	Lesson 11	Terebi
	Lesson 12	Tegami
Unit 5,	Lesson 13	Kurisumasu no Kaimono
	Lesson 14	Oshoogatsu
	Lesson 15	Nezumi no Yomeiri

Volume VI

Unit 1,	Lesson 1	Sukiyaki
	Lesson 2	Yuki
	Lesson 3	Kazoku
Unit 2,	Lesson 4	Piano no Ressun
	Lesson 5	Koneko
	Lesson 6	Saakasu
Unit 3,	Lesson 7	Otamajakushi
	Lesson 8	Hon'ya
	Lesson 9	Byooki
Unit 4,	Lesson 10	Nihon no Shiki
	Lesson 11	Hana no Hi
	Lesson 12	Kyan'pu
Unit 5,	Lesson 13	Saru to Kani
	Lesson 14	Tookyoo no Ojisan to Obasan
	Lesson 15	Omiyage

Volumes VII and VIII are the Level IV texts. They are developed on the same principles and format as that of the earlier volumes, except for the addition of supplementary conversations in each lesson designed to give the pupils practice in using familiar vocabulary and structures in a variety of natural situations. The questions accompanying the supplementary conversations serve as a check on comprehension while at the same time giving pupils additional speaking practice. The personalized questions are designed to lead to a controlled discussion of matters relevant to the pupil's own life and experiences. The new materials are combined with some of the vocabulary and structural points introduced in the previous volumes to present interesting and meaningful lessons, while attention is paid to a smooth transfer from the elementary block to the secondary block. Lessons in these two volumes are as follows:

Volume VII

Lesson 1 Nihon no Kazoku
Lesson 2 Midori san to Hajime kun no Kazoku (1)
Lesson 3 Midori san to Hajime kun no Kazoku (2)
Lesson 4 Osooji
Lesson 5 Osentaku
Lesson 6 Review: Urashima Taroo
Lesson 7 Kukkii o yaite imasu
Lesson 8 Michi de
Lesson 9 Review: Fukeikai
Lesson 10 Shinjuku Gyoen
Lesson 11 Yuubinkyoku
Lesson 12 Review: Kurisumasu tsurii
Lesson 13 Bikkuri-bako
Lesson 14 Yuki Matsuri
Lesson 15 Review: Uriko-hime

Lessons for Volume VIII are as follows:

Unit 1, Lesson 1 Okyaku sama
Lesson 2 Goaisatsu
Lesson 3 Tookyoo Ken'butsu
Unit 2, Lesson 4 Hina-matsuri
Lesson 5 Amimono
Lesson 6 Haru-yasumi
Unit 3, Lesson 7 Kega
Lesson 8 Shuugaku-ryokoo
Lesson 9 Kyooto no (O)tera de
Unit 4, Lesson 10 Yuubin'kyoku de
Lesson 11 Otoosan
Lesson 12 Kodomo no Hi
Unit 5, Lesson 13 Kyooko san no Otoosan to Okaasan
Lesson 14 On'gakukai
Lesson 15 Yama-dera no Oshoo san to Kozoo

Volume VII contains 30 patterns and 347 vocabulary items and Volume VIII contains 19 patterns and 462 vocabulary items. Passive vocabulary is not included in these figures.

Upon completion of Elementary Series Volume VIII, pupils who continue their study of Japanese may proceed to LEARN JAPANESE - SECONDARY SCHOOL TEXT, Volume III, since Volumes I and II of the secondary school series contain essentially all of the structures and vocabulary items of the Elementary Series. Pupils who proceed directly to Volume III should not suffer any loss of continuity, except for differences in vocabulary content existing between the elementary series and Volumes I and II of the secondary series. For example, while the elementary series contains such kinship terms as otoosan and okaasan, Volumes I and II of the secondary series introduce such pairs as otoosan - chichi and okaasan - haha. There are also some vocabulary items of an abstract nature which occur in the secondary but not in the elementary series. Because Volume III of the secondary series allows some time for preliminary review, pupils should experience no difficulty in moving from the elementary to the secondary series.

3. Learn Japanese - Secondary School Text Series

LEARN JAPANESE - SECONDARY SCHOOL TEXT SERIES. Volumes I - VIII were compiled by the Center for Asian Language Materials of the University of Hawaii under John Young's direction for experimentation with other materials such as audiovisual materials developed by this project.

This series consists of eight volumes as shown below:

Level	1st semester	2nd semester
1st level	Volume I	Volume II
2nd level	Volume III	Volume IV
3rd level	Volume V	Volume VI
4th level	Volume VII	Volume VIII

The first level refers to the first year in the study of Japanese. Therefore, seniors could conceivably be first level students if they start in the Japanese Language Program during their senior year. On the other hand, even seventh graders could be considered fourth level students if they indicate by their performance sufficient background to meet the requirements of the fourth level.

In this text series, one volume is sufficient for one typical semester of work in a second language course. With the ninth grade as the beginning year, these students will have completed all eight volumes by the end of their senior year.

For Volumes I and II, there are four units in a volume, each unit consisting of four lessons. In Volume I, an attempt has been made to show some unity in theme per unit, but the situations differ for each lesson. In Volume II, a single theme is carried throughout the entire unit and the conversations are related. Each unit utilizes a selected set of structural points to enable the learner to operate within the prescribed scope. The unit ends with a Unit Review Lesson, in which a all previously presented structural points are used in a different co conversational milieu.

There are 16 lessons each in Volumes I and II. These 16 lessons require approximately 67 hours for complete coverage. This figure was arrived at by the following calculation:

50 min. x 5 periods per week x 16 weeks per semester = 67 hours

Typically, there are eighteen weeks per semester but a latitude of about two weeks was provided for additional cultural experiences or more intensive review that teachers might want to include in their individual language programs.

	Unit I	Unit II	Unit III	Unit IV
Vol. I	1 2 3 (4)	5 6 7 (8)	9 10 11 (12)	13 14 15 (16)
Vol. II	1 2 3 (4)	5 6 7 (8)	9 10 11 (12)	13 14 15 (16)

The circled lessons in the chart are review lessons. These lessons give the students opportunity for reinforcement. The teachers, too, will be able to check whether they have achieved the desired results with their classes.

There are two lesson formats for Volumes I and II, namely Format A, the regular lesson, and Format B, the unit review lesson.

(1) Format A:

Presentation Conversation A
- Structural Points
- Notes
- Vocabulary
- Drills A

Presentation Conversation B
- Structural Points
- Notes
- Vocabulary
- Drills B

Review Conversation
- Notes
- Exercises

In Format A, there are three conversations. The structural points for the particular lesson are divided between A and B because it is felt that presenting fewer structural points at a time will facilitate learning. These Presentation Conversations are very short, from four to six lines, and are to be memorized. Those items other than structural points, such as expressions and cultural information, are included under Notes. Occasionally, structural points which have not yet been introduced but are essential for naturalness in dialogue are treated as expressions. The vocabulary list includes all words introduced in the lesson, giving the student a complete listing of new words per lesson.

The drills always begin with a pronunciation drill. Among the others are response drills, simple substitution to multiple substitution drills and finally, transformation drills of various types; the teacher is expected to supplement or delete some of them to suit his particular classroom situation.

The exercises are examples of testing devices or homework assignments. The teacher will surely wish to produce others which are more suitable for a specific classroom situation.

The Review Conversation incorporates all structural points presented in the preceding Presentation Conversations A and B. These conversations are usually eight to ten lines, increased to about twelve lines in later lessons. In the Review Conversation, these structural points and vocabulary items are utilized in a different situation. Some new vocabulary items or expressions are presented whenever they are essential for maintaining naturalness in the given situation. The Review Conversation is for comprehension; therefore, it is followed by questions to test the students on this point. These conversations, understandably, do not have to be memorized.

(2) Format B:

Unit Review Conversation
Notes
Review Drill
Review Exercises

Unit Summary: Structural Points

Every fourth lesson is a Unit Review Conversation of about ten to twelve lines to serve the express purpose of review, and all previously introduced structural points and vocabulary items in the unit are utilized. The Unit Review Conversation is a testing device for comprehension and does not have to be memorized.

The Notes include expressions and vocabulary items which are necessary in the new conversational situation. The Review Drills differ in one respect from Drills A and B in that many of them are situational drills. The Exercises may be used for written work or homework assignments. A summary of all structural points presented in the unit is again provided to aid the students in reviewing them.

The approach taken in the arrangement of the structural points, is not a structural approach in the strict sense, for the selection of these structural points are not primarily based on the typical sequence of Japanese structure. In Volumes I and II, the predicate is the nucleus of the structural points. Three main categories of the Predicate, Verb, Adjective plus desu and Noun plus desu, are presented in Volume I, whereas in Volume II, the verb is expanded to -te kudasai, -naide kudasai, -te mo ii desu, -te wa ikemasen, -ru koto ga dekimasu and deshoo. In other words, the structural points are arranged from basic to complex patterns.

Furthermore, the selection of these predicate forms reflects those structures which the students of this particular age group tend to use often. For example, -naide kudasai is introduced after -te kudasai even though, from the standpoint of structure, these forms are not necessarily in sequence. However, the combination of request and negative request forms is likely to occur in a student's life and therefore, is presented in sequence.

Along with a concern for introducing structural items which have optimum utility, some aspects of the topical approach are incorporated. Since all presentation conversations are to be memorized by the student, care is taken to present dialogues pertaining to topics or situations interesting to the students. These situations, however, are composed only after the structural points are carefully selected and arranged.

The number of structural points introduced is as follows:

Volume I -- 54
Volume II -- 30

Vocabulary items are carefully selected for optimum usability in an American school student's environment. The writers adhere as closely as possible to the generally accepted vocabulary lists for beginning Japanese language learners by consulting the following sources:

1. Kokuritsu Kokugo Ken'kyuujo: Gen'dai Zasshi Kyuujisshu no Yoogo Yooji
2. Eleanor Jorden: Beginning Japanese
3. Young and Nakajima: Learn Japanese, College Text
4. Samuel Martin: Essential Japanese
5. Niwa and Matsuda: Basic Japanese for College Students

There are many 'foreign-loan' words included in the lessons. These are used in the interest of providing familiar sounding material to enhance the drills and exercises so that structural points can be more readily learned. However, the equivalent is available in Japanese, and the Japanese word is presented instead. The value in using 'foreign-loan' words lies in the contrast in pronunciation between Japanese and English. This difference can be emphasized without the burden of imposing upon the students the chore of memorizing definitions.

In the English equivalents, only the singular form is given for nouns; e.g., hon, 'book' not 'book(s).' Also, only the contextual meanings appear in the vocabulary lists. Words which appear in the Notes are listed again in the list, the purpose being to present the vocabulary in its entirety for each lesson.

Another criterion for vocabulary selection is the use of words which would facilitate the learning of the structural points. This is plainly seen in the number of words, particularly the verb list. An average of seventeen words per lesson is introduced in Volumes I and II. The breakdown of the main word classes in Volumes I and II is:

Word Classes	Volume I	Volume II
Verbs	42	64
Adjectives	28	22
Relationals	13	7
Nouns	184	171

Aside from this active vocabulary list, words for passive learning are also introduced. The number is as follows:

Volume	Active Vocabulary	Passive Vocabulary
I	272	61
II	211	55

There are several styles of speech in the Japanese language. The style of speech you hear in your homes or that which is used among friends is likely to be the plain style and this is appropriate for these situations. However, the textbook is written in what is called the polite style. In some situations found in this textbook, this style of speech is not commonly used by native speaking high school students. On the other hand, native speakers consider the polite style acceptable in all situations as compared to other styles of speech which are clearly inappropriate under certain circumstances. Therefore, the polite style was felt to be the most appropriate speech style for students to use in the initial stages of Japanese language learning.

The romanization used in the text is based on the Hepburn system, with several modifications as shown in Chart III, page 50.

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Insert Chart III Here

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1. Double Vowels: When the same vowel is repeated, they are written as follows: aa - okaasan; ii - iie; uu - juu; ee - oneesan; oo - boorin'gu

2. Double Consonants: K, s, t and p are sometimes used in sequence. These are written as: kk - gakkoo; ss - issai; tt - asatte; pp - ippon

3. n': N' appears in the following combinations. Note the change in sounds.

n' pronounced as m

en'pitsu
shin'bun
san'mai

n' pronounced as n

hon'too
nan'ji
son'na
ben'ri
Hon'da

CHART III

THE JAPANESE SYLLABARY

final initial	/a/	/i/	/u/	/e/	/o/	/ya/	/yu/	/yo/	/wa/	ZERO
ZERO	a	i	u	e	o	ya	yu	yo	wa	/
/p/	pa	pi	pu	pe	po	pya	pyu	pyo	/	p
/b/	ba	bi	bu	be	bo	bya	byu	byo	/	/
/t/	ta	chi	tsu	te	to	cha	chu	cho	/	t
/d/	da	/	/	de	do	/	/	/	/	/
/k/	ka	ki	ku	ke	ko	kya	kyu	kyo	/	k
/g/	ga	gi	gu	ge	go	gya	gyu	gyo	/	/
/s/	sa	shi	su	se	so	sha	shu	sho	/	s
/z/	za	ji	zu	ze	zo	ja	ju	jo	/	/
/h/	ha	hi	fu	he	ho	hya	hyu	hyo	/	/
/m/	ma	mi	mu	me	mo	mya	myu	myo	/	/
/n/	na	ni	nu	ne	no	nya	nyu	nyo	/	/
/r/	ra	ri	ru	re	ro	rya	ryu	ryo	/	/
/n'/	/	/	/	/	/	/	/	/	/	n'

n' pronounced as ng

nan'gai
gen'ki

nazalized n

sen'en
bin'sen

4. Foreign-loan words: Paatii and saafin'gu retain the t and f sounds of the original words.

The following diacritical markings are used in the text:

1. Structural Points:

The structural points are presented in 'box' diagrams with each presentation conversation.

Capital letters indicate the new structural point. | divides words within a statement. ¦ separates the new structural unit within a word.

Tenisu	o	shi ¦	-MASHOO.

(a), (b) and (c) letters indicate co-occurence within a pattern.

a	Kisha	DE
b	Nihon'go	
c	En'pitsu	

a	ikimasu.
b	hanashimasu.
c	kakimasu.

A concise explanation for each new structural point is written directly below the diagram.

' ' indicates the English equivalent.

( ) is used when a word or phrase has been omitted, such as the understood subject.

2. Conversations and Pronunciation Drills:

The three intonation symbols are:

——— the sentence pitch as shown by the horizontal line

———┐ the falling pitch as shown by a short vertical line

the rising pitch as the end of a sentence

3. Drills:

Each drill begins with a model as follows:

*	the sentence given by the teacher
**	the cue given by the teacher (sometimes visual aids)
***	the expected response from the students
~~	the serrated line under a word means optional vocabulary which the teacher draws from the students' environment.

e.g. in Honolulu, Waikiki
in Hawaii, Kawaihae

_____ The underlined words are those which are introduced in the drills but which do not appear in the conversation lessons. These are included in the vocabulary list of every lesson and should be learned.

To avoid confusion regarding the flexible word order of the Japanese language, the following forms are used to indicate:

a. preferred order

[1] [2] [3]

b. relative order

[1] [3]
[2]

Sets of visuals such as slides, projectuals, flash cards, drill wheels and laboratory tape programs are available for each lesson and should be used for lesson presentation, drill and review. Eight millimeter loop films were experimented with writing lessons and writing practice, but were not reproduced for commercial use.

To measure mastery of the materials presented, tests have been prepared for each unit, and may be used after completing each unit.

Each lesson requires at least five class sessions or one week. The general schedule may be arranged as follows:

first day:	Presentation Conversation A Drills Structural Points
second day:	Review PC-A Complete drills

third day: Presentation Conversation B
Drills
Structural Points

fourth day: Review PC-B
Complete drills

fifth day: Unit Review Conversation
Drills
Exercises

The contents of Learn Japanese - Secondary School Text, Volumes I and II are:

Volume I

Unit I - WHERE THE ACTION IS
Lesson 1 Going Places and Doing Things
Lesson 2 What Kelly Does
Lesson 3 Shopping
Lesson 4 Planning for a Picnic
Summary: Structural Points

Unit II - GETTING TO KNOW YOU
Lesson 5 Introductions
Lesson 6 Visiting
Lesson 7 Likes and Dislikes
Lesson 8 Party
Summary: Structural Points

Unit III - SMALL TALK
Lesson 9 Something Old, Something New
Lesson 10 School Club Activities
Lesson 11 The Trip
Lesson 12 Going to a Restaurant
Summary: Structural Points

Unit IV - LINES OF COMMUNICATION
Lesson 13 Lost and Found
Lesson 14 Class Party
Lesson 15 Telephone Conversation
Lesson 16 The School Guide
Summary: Structural Points

Volume II

Unit I - OKAIMONO
Lessons 1, 2, 3, 4
Summary: Structural Points

Unit II - BAN'DO
Lessons 5, 6, 7, 8
Summary: Structural Points

Unit III - GOGAKUSAI
Lessons 9, 10, 11, 12
Summary: Structural Points

Unit IV - SUPOOTSU
Lessons 13, 14, 15, 16
Summary: Structural Points

Secondary Level II texts consist of Volumes III and IV. Volume III contains all of the Presentation Conversation and introduces the new structural points and vocabulary items. All of the reading and writing presentations are combined to comprise Volume IV. Therefore, it is recommended that Volumes III and IV be used simultaneously.

Volume III consist of three units totaling twelve lessons. The first unit is a review unit of structural points and vocabulary of Volumes I and II. The purpose of this review unit is to refresh students' memories of Level I materials, and also to help provide background essential for new students joining this group from other programs. Units II and III introduce new structural points following the format of the previous lessons. Throughout the units run a single theme about two students, an American, Mike Kelly, who is interested in speaking the Japanese language and learning about the people, and a Japanese, Masao Yamada who tells of the daily life of Japan. The format and content of the units are as follows:

Volume III

Unit I - With Friends. Mike is a Japanese language student. He is eager to learn the language and also about the customs of Japan.

Lessons 1 - 4
Review Conversation A
Structural points from Volumes I and II
Review Conversation B
Structural points from Volumes I and II

Unit II - A Day With Masao. Masao is a high school student in Japan. He has an older sister working at the bank. Masao tells of his life at home and at school.

Lessons 5 - 8
Presentation Conversation
New structural points
Review Conversation

Unit III - Winter in Japan. An important Japanese holiday is the New Year.

Lessons 9 - 12
Presentation Conversation
New structural points
Review Conversation

Reading and writing of hiragana, katakana and simple kanji are introduced in Volumes III and IV. The reading lesson is introduced through short conversations and narratives. The structural points and vocabulary words used in these conversations are those already presented in previous lessons thereby eliminating the problem of meaning and usage. The philosophy of starting hiragana with the simplest sentence and building it up by adding syllables, words, and phrases is followed, rather than the traditional method of memorizing and learning the syllabary by the lines. The predicate forms are utilized in the introductory lessons, followed by lessons containing relational and interrogative words and phrases as well as the various syllables. As the sentence is expanded, a new syllable is added and syllables already learned are repeatedly used to give practice in reading as well as in writing. All the symbols making up the syllabary are presented in twelve lessons, averaging about five syllables per lesson. All other syllables are presented systematically in chart form in the last lessons. Writing is included at the end of each lesson and is presented so that it can be practiced outside the class, leaving class time for the aural-oral practice which is still primary.

The lesson format of Volume IV is as follows:

Unit 1, Lesson 1 Presentation Reading A
Presentation Reading B
Lesson 2 Presentation Reading A
Presentation Reading B
Lesson 3 Presentation Reading A
Presentation Reading B
Lesson 4 Unit Review Reading
Writing Practice Presentation Writing A
Presentation Writing B

Unit 2, Lesson 5 Presentation Reading A
Presentation Reading B
Lesson 6 Presentation Reading A
Presentation Reading B
Lesson 7 Presentation Reading A
Presentation Reading B
Lesson 8 Unit Review Reading
Writing Practice Presentation Writing A
Presentation Writing B

Unit 3, Lesson 9 Presentation Reading A
Presentation Reading B
Lesson 10 Presentation Reading A
Presentation Reading B
Lesson 11 Presentation Reading A
Presentation Reading B
Lesson 12 Unit Review Reading
Writing Practice Presentation Writing A
Presentation Writing B

Volumes V and VI were developed for Level III. Each volume consists of two units of four lessons each. The first three lessons in each unit introduce new materials, which are reviewed for reinforcement in the fourth or last lesson of the unit.

Throughout the lessons, the theme centers around life in Japan as seen through the eyes of an American student. Many are unique experiences, while others are very much a part of student life everywhere. The lesson conversations are somewhat longer than in previous volumes because the new structural points require the use of more complex sentences. About 377 new vocabulary words are included.

Kanji is introduced in Presentation Reading A and B from Unit 1. The stroke order of each kanji is given in sequence and must be followed exactly as presented when you proceed to your writing practice lessons at the end of the text. Each unit should be followed by the corresponding writing unit outside of the class period. While a few new vocabulary items may be introduced in the Presentation Readings, the structural points used are those already presented in previous lessons.

For this level, an attempt has been made to introduce as many of the Kyooiku Kanji as possible. However, the approach used in introducing the kanji has been from the standpoint of selecting the most useful kanji in terms of possible kanji combinations. The kanji for 'active' learning, which you will be required to read and write, are introduced in boxes with each lesson. The kanji for 'passive' learning, which need not be memorized until they are introduced as 'active' kanji, appear in the reading material with furigana, (readings of the kanji in small hiragana). About 92 new kanji with 21 new readings are covered in the 2 volumes.

Katakana is introduced in Presentation Reading A of Lessons 5, 6, and 7 in Volume V, and is limited to foreign-loan words only in this text series. (Currently, onomatopoetic words and exclamatory words are also written in katakana.) Because foreign-loan words often assume unique pronunciations in Japanese, it is unwise to experiment on your own with unfamiliar words. Therefore, the student will be responsible for only the foreign-loan words appearing in each lesson.

The lesson format for Volumes V and VI combines the Presentation Conversation and the Presentation Reading as follows:

Volume V

Unit 1 — Nihon Ryokoo
Mike Kelly prepares for his trip to Japan. He will be the guest of Masao Yamada and his family in Japan.

Lessons 1 - 3
- Presentation Conversation
  - New structural points
- Presentation Reading A
  - New kanji

Presentation Reading B
New kanji
Review Conversation

Lesson 4
Unit Review Conversation
Unit Review Reading
Writing Practice
Presentation Writing A
kanji
Presentation Writing B
kanji

Unit 2 Tookyoo
Mike Kelly is exposed to various aspects of Japanese living through Masao and his family in Tokyo. He visits the coffee shop, the Kabuki theatre, rides the bus, etc.

Lessons 5 - 7
Presentation Conversation
New structural points
Presentation Reading A
katakana
Presentation Reading B
New reading of kanji
Review Conversation

Lesson 8
Unit Review Conversation
Unit Review Reading
Writing Practice
Presentation Writing A
katakana

Volume VI follows the same lesson format as Volume V with the units as follows:

Unit 1 Kansai Ryokoo
Mike Kelly tours the Kansai area of Japan with Masao and his family. He visits ancient temples and castles, takes a boat ride, and stays at a Japanese inn.

Unit 2 Nihon no Gakusei Seikatsu
Mike Kelly learns about Japanese student life, hobbies, art, and various other aspects of Japanese culture.

Volumes VII and VIII are the texts for Level IV. There are three units in Volume VII, with a total of twelve lessons including a Unit Review. Throughout the text, the general theme is a cultural exploration--an introductory study of the various systems, customs, and

characteristics of Japanese life. Included are such topics as: the family structure, social customs, dress, religion, characteristics of the language, literature, the climate, industries, and the economic and political systems.

Each three-part lesson explores different aspects of the Japanese culture in the Presentation Conversation, Presentation Reading, and Review Conversation. The lessons, written entirely in hiragana, katakana, and kanji, involve conversational situations of students with students, students with adults, and adults with adults, in order to reveal the different levels of speech in Japanese (e.g. honorifics).

The Presentation Reading section concentrates on exposure to reading material not only for reading practice, but also for the purpose of acquiring knowledge and understanding of various topics about Japan and its people as well as to the written style of Japanese. Writing practice exercises are included in each reading section of the lesson.

The length and depth of the topics demand the use of a greater vocabulary but, however, a number of words are designated by a wavy line (~~~) as passive vocabulary items for recognition purposes only.

It is hoped that the cultural exploration of Japan introduced in this textbook will serve to stimulate interest in learning more about the Japanese way of life, and also reveal significant differences in the characteristics of Japanese and American living for the purposes of fostering a better understanding of the Japanese as well as American way of life, and greater harmony among the peoples of the world.

The following table shows the number of kan'ji introduced in Volume VII.

	New Kan'ji	New Reading
Unit 1	26	6
Unit 2	28	6
Unit 3	33	6
Total	87	18

The format of Volume VII is similar to the two previous volumes with the first three lessons consisting of three parts: Presentation Conversation, Presentation Reading and Review Conversation; and the fourth lesson composed of the Unit Review Conversation and the Unit Review Reading to complete one unit. The format and lesson topics are:

Volume VII

Unit 1, Lesson 1 Shuukyoo
Presentation Conversation
Structural Points

Notes
Vocabulary
Drills

Presentation Reading Zabieru
New Kanji
New Reading
Presentation Reading
Notes
Vocabulary
Exercises

Review Conversation Ten'noo
Notes
Vocabulary
Review Drills
Exercises

Lesson 2	PC	Sen'kyo	Lesson 3	PC	Shin'bun
	PR	Kotowaza		PR	Shiki
	RC	Omimai		RC	Yuudachi

Lesson 4	URC	Unit Review Conversation			Omimai
		Notes			
		Vocabulary			
		Questions			
		Unit Review Drill			
		Exercises			
		Summary: Structural Points			
	URR	Unit Review Reading			Iimawashi
		Notes			
		Vocabulary			
		Questions			
		Exercises			
		Unit Review New Kanji			
		Unit Review New Reading			

Unit 2, Lesson 5	PC	Demo	Lesson 6	PC	Suto
	PR	Fukuzawa Yukichi		PR	Keizai
	RC	Hachikoo no Mae		RC	Boonasu

Lesson 7	PC	Hisho	Lesson 8	URC	Jieitai
	PR	Kazoku Seido		URR	Kimono
	RC	Kamakura			

Unit 3, Lesson 9	PC	Haiku	Lesson 10	PC	Dan'chi
	PR	Shi		PR	Ken'chiku
	RC	Dokusho		RC	Sumai

Lesson 11	PC	Sushiya (1)	Lesson 12	URC	Shachooshitsu de
	PR	Gyogyoo		URR	Nihon'go no Tokuchoo
	RC	Sushiya (2)			

Volume VII contains 24 structural points, 87 new kanji, 18 kanji readings, 675 active and 36 passive vocabulary words.

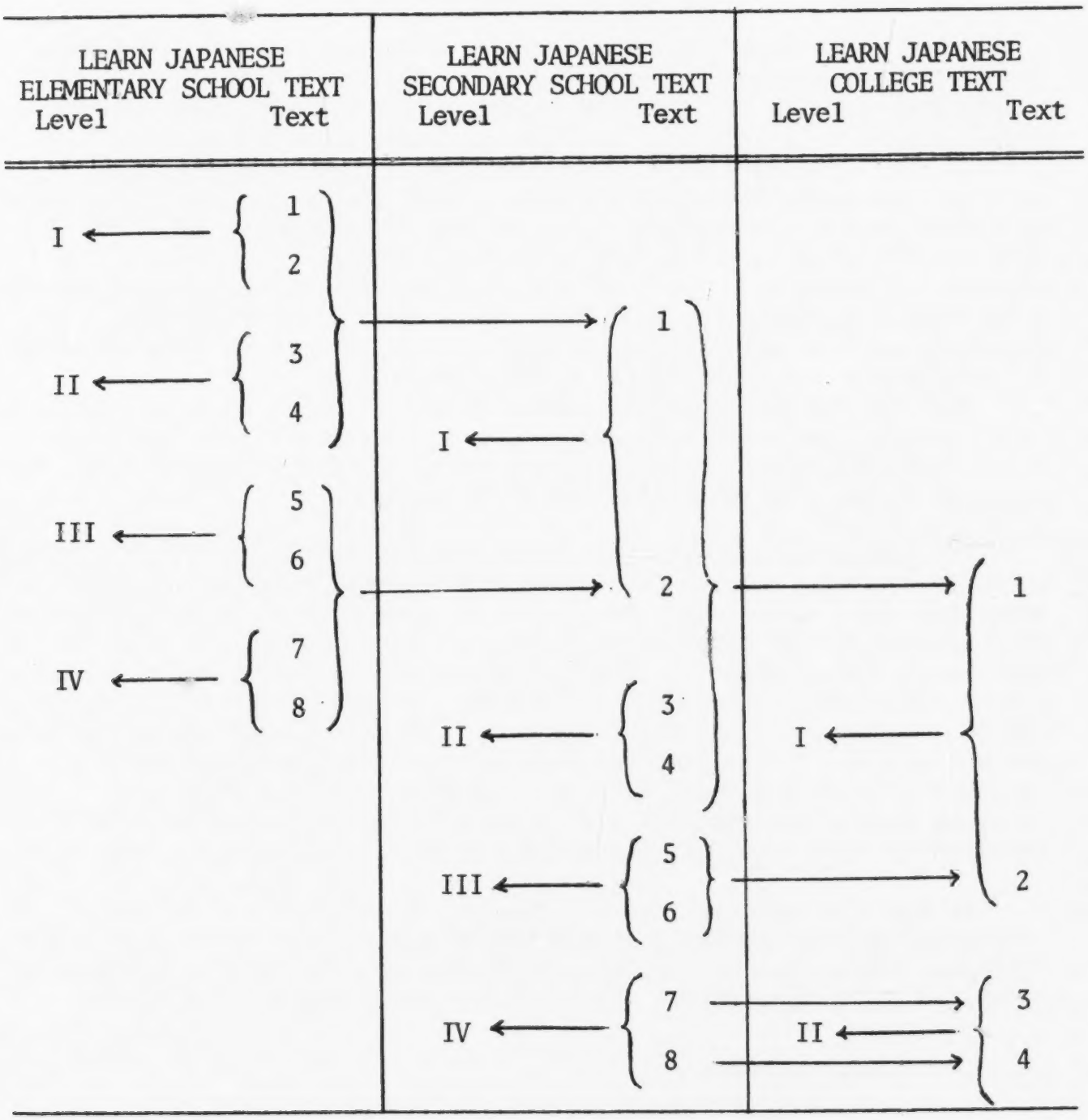
Volume VIII is the last of the Secondary School Series. It is an adaptation of Learn Japanese - College Text Volume IV with changes in the selection of structural points, kanji and vocabulary words due to some of them having been introduced already. The format is slightly changed from the previous volumes with a shorter Presentation Reading appearing before Presentation Conversation. The format for Volume VIII is:

Unit 1,	Lesson 1	Iroiro na Hyoogen Structural Points Notes Vocabulary New Kanji New Reading Drills Exercises Situational Conversation
	Lesson 2	Byooki - Saitoo Byooin de
	Lesson 3	Nihon no Shigen Kisha no Naka de (aural-comprehension section is added)
Unit 2,	Lesson 4	Matsuri
	Lesson 5	Nihon no Koogyoo
	Lesson 6	Nihonjin no Shokusaikatsu
Unit 3,	Lesson 7	Nihon no Rekishi
	Lesson 8	Gakusei Seikatsu Ninensei no Kurasu de
	Lesson 9	Nihonjin to Kikoo
Unit 4,	Lesson 10	Kanji no Hanashi Kanji no Benkyoo
	Lesson 11	Jisho no Hikikata
	Lesson 12	Review Exercises

Volume VIII contains roughly 200 Chinese characters including new Kanji readings, 300 vocabulary items. All 414 Chinese characters including yomikae or 329 Chinese characters without yomikae appearing in LEARN JAPANESE - COLLEGE TEXT Volumes I - IV are included in the LEARN JAPANESE - SECONDARY SCHOOL TEXT SERIES. Most of the 1,675 vocabulary items appearing in LEARN JAPANESE - COLLEGE TEXT Volumes I - IV are covered in LEARN JAPANESE - SECONDARY SCHOOL TEXT SERIES. The first equation established is as follows:

CHART IV

EQUATION OF LEVELS



Note: Numerals = volumes; Roman numerals = levels

Since the equation involves structural points, vocabulary items, katakana, hiragana, kanji, culture and contents, the above equation can be regarded to be only a guideline. Furthermore, the above equation can only be regarded as 'goal' equation rather than 'process' equation. This means that a student completing Volume IV of LEARN JAPANESE - SECONDARY SCHOOL TEXT should be able to join the second half of the College Level I namely Volume II of LEARN JAPANESE - COLLEGE TEXT. Those who complete Volume VI of LEARN JAPANESE SECONDARY SCHOOL TEXT should be able to join the College Level II or to start using Volume III of LEARN JAPANESE - COLLEGE TEXT.

B. AUDIOVISUAL MATERIALS*

1. Visuals

John Carrol wrote "current learning theories suggest that better learning and retention are achieved by adding the visual sensory modality to support the auditory signal." /1/ The importance of the visual aspect in learning a language was summarized by Guberina: "A picture can represent not only objects, people and natural phenomena, but also the basic situation for life. When the meaning is represented by a picture and a corresponding sound signal, the basic function of a language is achieved, i.e., the expression of meaning by sound. So instead of the order: (a) word, (b) meaning, the opposite order is established: (a) meaning, (b) word. This reversed order is only apparent, and not established because of the pedagogical effectiveness; it corresponds, in fact, to the actual functioning of the language." /2/ With the basic assumption that a visual stimulus expresses meaning to utterances, presents life situations to facilitate learning, and arouses and sustains interest, visual materials using various media were prepared as part of the instructional materials.

The preparation of instructional material for today's multi-sensory oriented students requires extensive and thorough preparation prior to conveying these materials. Much time is needed for more exploration and invention of visual materials. Each illustration should be more than a mere stark presentation for the purpose of eliciting a line of conversation. Many enriching ideas reflecting the culture and environment can be incorporated into the materials. The accelerated nature of this project allowed little time for considering information and material relative to each and every problem. However, a strong effort in creating audiovisual materials as a part of instructional materials resulted in some interesting and functional visual and audio materials.

As the text materials were prepared, the illustrator or the instructor made a thumbnail sketch approximating each utterance in the dialogue. Japanese encyclopedia, dictionaries, and various books were consulted for authenticity. The sketches were then checked by the

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1 Carrol, John B., The Study of Language, Cambridge, Mass.: Harvard University Press, 1953, p. 138.

2 Guberina, Peter, "The Audiovisual Global and Structural Method" - Advances in the Teaching of Modern Languages. Volume I (Edited by B. Libbish) New York. The Macmillan Co., 1964.

* See Chart VI, page 77

instructors, especially for the cultural content, and changes were made. These were used as reference by the illustrator as he rendered the art work. The various forms of art work produced by the illustrator were hand-held visual materials, slides, transparencies, and flash cards, and super 8mm cartridge films.

For Level I, the art work was executed in various media: Guache and colored acetate, pen and ink, acrylic based inks (Pentel), Bourges into color and India ink for slides and overhead projectuals. The greater part of the visuals was done in collage, utilizing transparent colored tissue and rubber cement and whatever extraneous materials were appropriate for extra visual embellishment. Infinite variations of color and texture could be achieved speedily and with ease in this medium. The aniline dyes used in tinting the colored tissue were completely fugitive and without any permanence. However, for ease of handling and speed of application and where permanence was not a problem, such as in a slide reproduction program, this was the ideal medium.

The abstract ideas expressed by language were difficult to translate into visual form. Changes in gesture, facial expression or interrelation of subject matter did not adequately express time words and particles. To overcome this problem, a limited series of logically decipherable symbols, such as variations of the circle, square, triangle, the arrow, anatomical symbols (environmental symbols, etc.) were used for words such as yesterday, tomorrow, etc. Whenever possible, the illustrations were confined to situations, and the use of symbols was minimized. These abstract symbols were used only for the secondary level when they were of help, especially in eliciting student response.

Most of the visuals were initially designed for reproduction in slide form. Therefore, the use of color was unlimited. However, in subsequent developments, it was suggested that in the lower grades hand-held flat pictures were less mechanical and had a more immediate impact on students. Flat pictures could be used in a variety of instructional situations, sometimes handled by a teacher, sometimes, by students, and sometimes arranged out of sequence for recognition and reinforcement. To keep costs down in the reproduction of flat pictures, black and white or a maximum of only two or three colors were used. The illustrations were boldly executed, with a minimum of details to insure maximum legibility within the range of vision of the students.

The flat pictures were rendered so that they could be used by a photoengraver to make plates for printing as well as overlays using colored tissue, so that the originals could be used in the classroom also. This plan eliminated the necessity for redrawing the illustrations for color separation for the engraver to make copies for the public schools. However, in employing this method, the illustrator was limited to the use of colors with density of more than 50% on the black and white value scale so that the engraver could photograph them directly for the color separations.

Transparencies with overlays or moving parts were designed for drill purposes. These were executed on .007 clear acetate with transluscent

Bourges, 100% Cutocolor overlay sheets and India ink. The diazo process was explored and discarded as too cumbersome and time consuming for the development of photo-type materials. This medium may offer great potentials, but time and expense prevented its continued use.

Photo-copying was done with Nikon Photomic T Camera and a pair of Sylvania Sun Gun II's. Three methods were used:

1. Daylight with Kodachrome II daylight film
2. Blue incandescent lamps with Kodachrome II daylight film
3. 3200 K lamps with Kodachrome IIA

Method Three produced the most consistent results with faithful color reproduction and ease of light control. However, Method One produced slides with a color vibrancy that was lost in Method Three. Further, due to the vagaries of existing daylight, Method Three was found to be the most reliable procedure and employed for most of the slides.

Art work was compounded with a two-fold operation; that is, the revision of the earlier material and production of new materials at the same time. Consequently, due to the pressure of time and the volume of material to be illustrated, the art work was done for duplication by thermofax for overhead projection. This is a heat sensitized acetate duplication process which has the advantage of greater speed in execution, plus economy both in cost and space, plus versatility in usage and ease of manipulation in the projection process. The drawing masters were made in India ink on 8 1/2" x 11" translucent tracing quality paper. Due to the limitations on the thermofax duplicating method in which too heavy a line caused an over burning and a resulting warping of the acetate, a 000 point on the Kohinoor Rapidography pen was used with the heat dial on the thermofax at 3/4 point on the total dial which achieved the most satisfactory density of line. Areas of black were achieved with overall patterns of concentric curved lines with the minimum of intersecting lines to prevent overexposure and warpage. These were later redone in Keyline drawings with color overlays for photo-engraving and commercial printing to maintain the consistency of the method of reproduction for total balance. This made all visuals of Elementary Volume I into flat pictures to be used for field testing. Due to reproduction cost, flat pictures were discarded and slides replaced them in the final form. Volume II visuals, originally done in transparencies were redone in guache and Paratone color sheet drawing and made into slides also. Secondary Volume I visuals were redone in a combination guache and Paratone color sheets drawings for slide reproductions to maintain the consistency of the character of visual for this balance, making visuals for Secondary Volume I into slides. Black and white projectuals were the visuals for Secondary Volume II.

For mass production of transparencies for field testing, the ozalid method of duplication, which like the diazo process is an ammonia development process, was investigated. The sharpness of ozalid duplication is far superior to the thermofax reproduction with no noticeable warpage on the surface of the acetate. Color could also be reproduced by ozalid, but each color would entail an additional overlay. It was

decided to mass produce by ozalid. However, the papers used for the thermofax masters were not of clear enough quality for duplication on the ozalid. Hence, for the larger part of the illustrations done on thermofax paper, the thermofax transparencies instead of the paper masters were used as masters to reproduce by the ozalid. Subsequent drawings were done on ozalid master sheets which was of a more translucent type of paper with a minimum of light obstructing impurities. Due to the high fidelity of the ozalid duplicating process, the 000 line was found to be too fine for maximum effectiveness in projection so a #0, #1, or a #2 line was used for the ozalid masters.

Because of the pressure of time and cost limit, the illustrations for Elementary Volumes III through VIII and Secondary Volumes IV, V, and VI were done in black and white for overhead projection. This preparation of overhead transparencies was found to be the most economical in preparation time and cost as well as the most versatile method for classroom projection. The masters were prepared on Trans-Econ. Translucent Parchment #881-225. Transparencies were made and mounted. Transparencies for the elementary text for field testing were hand colored by the assistants with 100% plus Bourges cuto-color film. For mass consumption, the illustrations were done in black and white. Masters for transparencies in packets by volumes were the final forms.

Flash cards were prepared in one color paratone cutout for offset reproduction. Handprinted playing cards were done in linoleum block and cardboard cutout blocks sized with mucilage to isolate the absorbent cardboard to the oil based inks.

The art work for the covers were designed in two complementary colors which when overlapped approximates a third color. The difficulty in color registration was due mainly to shrinkage in the acetate overlap subjected to the extremes of room temperatures and air conditioned rooms where it is stored. Linoleum block and cardboard cutout blocks sized with mucilage to isolate the absorbent cardboard to the oil based inks were used for hand-printing playing cards. This is a handy method for limited run mass production of materials at little expense. Production of a super 8 millimeter movie on calligraphy (12 cartridges) was attempted. A story board synopsis of the approximate material to be covered was first prepared. It included a brief historical background on the progressive development of calligraphy from its earliest Chinese origins to its evolvement into the Japanese hiragana. A 155 Bolex Super 8 camera was used, but a satisfactory exposure and development ratio was not achieved. Since no instructional material on this film and developer was available, a satisfactory ratio could be achieved only through filming trial and error. Due to the nature of the photography, the shooting of the calligrapher had to be done with the camera hand held directed over his shoulder. With more foresight, an overhead platform could have been improvised to permit the shooting of a flatter format picturing only the writing hand forming the characters on rice paper with its surface parallel to the screen surface. With the lack of proper facilities and materials the movie or calligraphy was not revised for final publication and general use.

2. Tapes

Both the elementary and secondary curriculum materials include tapes to provide for language laboratory work. As the lessons were finished tapescripts were written lesson by lesson and recorded by native speakers in available air-conditioned classrooms. These originals were used as master tapes, and copies were made at the Educational Media Center of the State Department of Education of Hawaii for all of the schools selected as the pilot schools. Comments, criticisms, and suggestions were fed back as they were used, and as a result the complete set of tapes for the elementary and the secondary curricula was re-recorded professionally in Japan for authenticity and higher fidelity on single track at 7 1/2 speed.

The tapes are of two kinds: (1) basic material (dialogues) to be memorized with drills to develop correct speech habits; (2) supplementary material for listening to develop the ability to understand when spoken by a native.

Dialogues and new vocabulary for each lesson for Elementary Levels I, II, and III (Elementary Volumes I - VI) are taped primarily for teachers' use in the preparation of a lesson. Tapes for Elementary Level IV (Volumes VII and VIII) are done in format similar to the secondary school tapes as an introduction to the language laboratory activities in the secondary schools where students may continue their language study. They include drills and aural comprehension exercises for classroom use. Songs introduced in these Elementary Volumes I - IV are taped with the accompaniment of the piano to be used in teaching the song in the classroom. For subsequent volumes, the song tapes do not accompany the texts.

For the secondary schools lesson dialogues, drills and exercises equivalent to regular classwork are taped for each lesson for practice and study in the language laboratory. The format of the 15-minute tapes is based on the presentation conversation and its drills in the text. It closely parallels classroom presentation, that is: first listening, then mimicry in partial utterance with pauses for repetition, and finally building up the phrases to complete utterances. This is followed by pattern practice drills for students on grammatical and structural manipulations. These drills are of two types--the non-contextual followed by contextual. The non-contextual type provides mechanical drills of the particular grammatical point so that manipulation of that structural point becomes nearly automatic. The contextual type provides drills of the particular grammatical point in context so that manipulation of that structural point can be drilled in context for mastery and proper use in actual life situations. The students are given models for each drill to show how the various drills work, and practice with pauses follows. Finally, exercises to check the degree of accuracy and mastery of the patterns learned are provided for review or to test students' control of the particular patterns in the lesson. These exercises can also be used as quizzes or assignments by teachers to check on the students' mastery of the structures.

The format of each taped lesson for the secondary schools parallels a good classroom presentation of the conversation and its drills:

A. Dialogue Presentation

1. Mimicry and memorization drills

These drills are designed to improve students' mimicry and memorization through three steps of:

- Listening to the presentation conversation (once); repetition, first partially, and building up to complete utterance (twice); finally repetition in complete utterance (twice).

2. Mimicry of expressions and vocabulary items

This drill is given only when a great many new expressions and words are presented in the text, such as numerals, names of months, etc.

3. Simple questions and answers based on the conversation

As the level advances, this drill is expanded and given more frequently.

B. Pattern Practice

Appropriate drills for each lesson are selected from the text for grammatical and structural practice and for manipulation of changes in the patterns in order to develop an awareness, control, and eventual use of the particular patterns introduced. Additional drills have been included occasionally (not found in the text) where more practice seemed necessary.

C. Tests (Students are required to turn in the answers at the end of each laboratory session)

The tests may be:

1. Simple question-and-answer based on the presentation conversation or the newly made conversation, similar to the presentation conversation.

2. True - false

   a. Based on a short dialogue they hear, the students indicate whether a statement is T(rue) or F(alse).

   b. Given a short question-response, the students are to judge if the response is logical or possible for the question.

E.g. a. Kyoo eiga ni ikimasen ka? -- Iie, dame desu. Ben'kyoo shimasu.

3. Extension of some of the drills of the type requiring answers made up by the student according to his own experience or situations.

4. A short composition, given a topic.

   E.g. Elaborate in three sentences on:

   (a) Mt. Fuji
   (b) Nihon no supootsu

C. TESTS

As originally designed, the testing component of this project had two major aims: (1) the construction of tests appropriate to the new materials and (2) the evaluation of the project materials themselves. A discussion of the problems posed by this multi-function approach was included in the section on evaluation. This section will deal exclusively with the production efforts of the evaluation section.

For the purpose of evaluation, an integral part of instruction, various testing devices were designed, constructed and compiled into two Test Booklets, one for the elementary series and the other for the secondary, as supplements to the Teacher's Manual. These booklets contain the instructions to the test administrators, the script, the answer key for the test items, and some suggestions for grading of the various parts of the tests. For uniform administration of the tests all elementary school tests, before writing is introduced, and the aural comprehension portion of all secondary school tests are recorded on tape. Special answer sheets are included for each elementary and secondary test, but only sample answer sheets are given for the secondary.

After extensive discussion, it was decided that tests supplied to the teachers generally served one or both of two purposes: diagnosis and valuation. Diagnosis refers to the process of determining what specific material the student has mastered, which in turn guides the teaching efforts. Valuation refers to the process of assigning success or failure criterion, that is, grades, certification, etc. as required by the system. Because to optimally fill these needs tests would have to be not only reliable but valid, and because there was no way of determining how long a teacher might take to cover a segment of material or what unique emphases he might give it, it was decided to tie the tests as closely as possible to the text materials. Early attempts to construct tests on a quarterly basis were met with nearly insurmountable difficulties.

Two basic types of tests were constructed by the project: (1) Unit tests, which cover a specific portion of the text materials and are cumulative only in the sense that all language tests must be cumulative, and (2) cumulative tests, which are designed for periodic assessment such as final examinations, retention tests, placement tests, and the like. Although they are a part of the second category, oral production tests or speaking tests were designed separately because of their special administration and scoring. Chart V summarizes the types of achievement materials constructed.

CHART V

TYPES OF ACHIEVEMENT TEST MATERIALS DESIGNED BY PROJECT STAFF

Test	Purpose
Pretest	To determine level of student knowledge before course of study.
Retention Test	To see how much students have retained after no instruction during the summer and to determine how much review is necessary before new materials are introduced (may also be used for placement, or final exam).
Unit Test	To determine degree of mastery of each unit of study.
Speaking (Oral Production) Test	To determine oral proficiency at specific points in curriculum.

Pretests which are diagnostic tests are designed to test the level of student's knowledge of Japanese language and culture before this course of study. They consist of three parts:

Part I which tests sound discrimination, association of sounds with romanized spelling of words and sentences, and aural comprehension of short dialogues;

Part II that tests the ability to recognize and identify vocabulary, grammatical structures, and cultural expressions; and

Part III which tests the ability to recognize the relationship between the relationals and the entire sentence, and between two sentences.

Unit tests or achievement tests measure the student's progress in the development of the basic skills through testing the mastery of the target patterns, phonological features, and vocabulary items. Each test includes some combination of the following in three or four and sometimes five parts:

1. Oral discrimination and comprehension, and/or written comprehension.

2. Ability to identify and/or manipulate grammatical structures, and new vocabulary.

3. Ability to identify and write Japanese characters, words, and sentences.

Retention tests are 'review' tests to see how much a student has retained after no instruction during the summer months, and to determine how much review is necessary before new materials are introduced. Their formats are similar to the Unit tests.

Speaking tests are designed to measure the student's overall ability to understand and speak Japanese in terms of pronunciation, vocabulary, grammar, and fluency. The student is given an oral or visual stimulus to which he must respond in a limited amount of time.

A total of 71 tests were produced (38 elementary and 33 secondary) as follows:

Insert Table I Here

Additional evaluation instruments were selected or constructed where it appeared that they might yield information valuable in either the revision of materials or the evaluation of their effectiveness. These non-achievement instruments were covered in the section on evaluation since they were not part of the production effort of the project.

The process of constructing, administering and revising each test required two academic years. During the first year, the initial form was prepared and administered to the laboratory school class. The intervening summer provided time for revisions, and the second draft was administered to the first year pilot school students during the second year. A discussion of the nature of pilot and field school students and results of these testings was included in the section on evaluation.

The construction of each test followed a basic procedure:

1. Each portion of the material to be covered in the test was studied to determine its content in terms of vocabulary, grammatical structure, and phonology. Special attention was given to those items most likely to give difficulty to native speakers of English.

2. The proportion of text and teacher time spent on each portion of the material was used as a guide in constructing the first draft of the test. Formats were selected according to whether they seemed suitable to the material to be tested.

3. Tapes and/or visuals to accompany the test were designed and prepared in consultation with the appropriate specialists.

TABLE I

TOTAL NUMBER OF TESTS DEVELOPED

Elementary	No.	Secondary	No.
I. Pretest	1	I. Pretest	1
II. Retention Tests #1, #2, #3	3	II. Retention Tests #1, #2, #3	3
III. Speaking Tests #1, #2, #3, #4	4	III. Speaking Tests #1, #2, #3, #4	4
IV. Unit Tests	30	IV. Unit Tests	25
Vol. I		Vol. I	
Units 1-2		Unit 1	
Units 3-5		Unit 2	
Vol. II		Unit 3	
Units 1-2		Unit 4	
Units 3-5		Vol. II	
Vol. III		Unit 1	
Units 1-2		Unit 2	
Unit 3		Unit 3	
Units 4-5		Unit 4	
Vol. IV		Vol. III	
Units 1-2		Unit 1	
Unit 3		Unit 2	
Unit 4		Unit 3	
Unit 5		Vol. IV	
Vol. V		Unit 1	
Units 1-2		Unit 2	
Unit 3		Unit 3	
Unit 4		Vol. V	
Unit 5		Unit 1	
VoI. VI		Unit 2	
Unit 1		Vol. VI	
Unit 2		Unit 1	
Unit 3		Unit 2	
Unit 4		Vol. VII	
Unit 5		Unit 1	
Vol. VII		Unit 2	
Unit 1		Unit 3	
Unit 2		Vol. VIII	
Unit 4		Unit 1	
Unit 5		Unit 2	
Vol. VIII		Unit 3	
Unit 1		Unit 4	
Unit 2			
Unit 3			
Unit 4			
Unit 5			

4. Tests were sent to project teachers, text writers, consultants, and directors and their comments and suggestions solicited. The first draft incorporated the suggestions with appropriate revisions in visuals and/or tapes as necessary.

5. The test was administered to laboratory school classes and the results studied. Item analysis was used for all objective format items. Comments from teachers, students, and staff were solicited.

6. On the basis of comments, item analysis, and any changes made in the text, the test was revised and new visuals and/or tapes were prepared as necessary.

7. The final draft was administered to pilot classes and the results again analyzed. Pilot teachers' comments were solicited.

8. On the basis of these comments, the second analysis, and any other changes in the texts, a final form was prepared. This form was included in the published materials.

Tests for the Elementary Level, Volumes I - VIII, were prepared as the lessons for each unit were developed. Each unit test was divided into three parts although these parts did not necessarily correspond with test divisions. The parts were: (1) oral and/or written comprehension, (2) ability to recognize and manipulate structure, new vocabulary, and (3) (where appropriate) ability to recognize and/or write characters, words, sentences and paragraphs. All of the tests were taped for uniform administration. Special answer sheets were prepared so that no writing was necessary until writing of roomaji was introduced in Volume VI. Testing time allowed was 20 minutes (approximately one class period).

During the trial and revision process, various item formats, visual media, scoring forms, and other devices were tried and evaluated. It was found that elementary classes were (1) capable of using specially designed answer sheets and (2) understanding relatively abstract instructions, e.g. deciding whether the response to a given question was appropriate to that question. However, elementary students were exceptionally sensitive to even minor errors in visuals, tapes, directions, or test content. Typographical errors or visuals containing irrelevant details confused them. In addition, the use of several formats in a single test required lengthy explanations. For this reason, the number of formats used in each test was kept to a minimum. Announcing the labeling of the tests as "games" did not fool the students, but the practice was retained for whatever comfort it might afford the weaker students.

Revised versions of the elementary tests made extensive use of visuals. Two or three formats were used and the students were first given examples to do for each. Typical items required the student to identify the picture appropriate or inappropriate to a given word, phrase, or conversation, or to select the most appropriate of several

pictures under similar conditions. Directions and test items were presented on tape while visuals were either reproduced for all students or shown to the class with the overhead projector.

Teachers were encouraged to stop the tape recorder and give additional instructions to the students whenever it seemed necessary. For the younger students, many teachers also discussed the visuals before the test, calling attention to relevant details in the picture, the order of pictures where there were several on a page, and reread the directions as they followed. This practice was found to be extremely useful with the younger students in that it seemed to relax them (they felt more comfortable with the visuals) and it helped to improve the validity of the test as students did not miss items because they did not notice a detail, etc. Further discussion of elementary testing may be found in the Teacher's Manual (procedures) and the Evaluation Section of this report (results).

Secondary tests were for the most part easier to prepare than elementary because directions and items could be presented in writing and there was less need for visual and auditory stimuli. Secondary students seemed to enjoy variety in item format, as long as directions were clearly stated, and so tests were designed to provide some variety in tasks. Items requiring students to discriminate appropriate from inappropriate responses were found to be most effective when they were tied to a clearly defined situation, either visually or graphically presented. In many cases students were able to discover an improbable situation in which any given response might be appropriate unless the situation was included in the item.

For the secondary level, as for the elementary, unit achievement tests were constructed as the lessons for each unit were completed. Each test format included some combination of the following:

1. Aural comprehension (matching: statement and logical questions, selection of "different" sound, etc.)

2. Grammatical points (recognition of correct or incorrect forms through multiple choice)

3. Reading comprehension (multiple choice: answering questions after reading a selection)

4. Writing comprehension (writing answers to questions and sentences in kana and kanji)

Except for the multiple choice portions, the tests were written. They required about one period of 50 minutes testing time.

D. TEACHER'S MANUAL

The Teacher's Manual was prepared as a resource guide to teachers of Japanese language using the Learn Japanese instructional materials. It offers some practical suggestions to administrators as well as the teachers for teaching the fundamental linguistic skills and for helping students gain a better understanding and greater appreciation of the Japanese people and their culture. It delineates problem areas that English speakers may have in learning the Japanese language and includes suggested procedure and techniques in overcoming these problems in teaching the various linguistic skills to these students. Samples of detailed lesson plans with procedures and activities following the audio-lingual approach utilizing the audiovisual materials are also included.

As question, problems and suggestions were fed back to the project staff during the five phases, guidelines and procedures for more drills and further classroom activities were added from year to year. The contents of the final revised manual are as follows:

CONTENTS

I. Introduction

- A. Japanese Sequential Continuity Program
- B. Science and Humanity in Language Teaching
- C. Japanese Text Material - Learn Japanese Series

II. Linguistic Approach to Language Teaching

- A. Audio-Lingual Teaching Method
- B. Teaching the Sound System
- C. Teaching Grammatical Patterns
- D. Teaching Vocabulary
- E. Teaching Language As Culture
- F. Teaching Reading and Writing

III. Classroom Procedures

- A. General
  - 1. Classroom Techniques
  - 2. Teaching Materials
- B. Elementary School
  - 1. Objectives
  - 2. Description of Instructional Materials
  - 3. Sample Lesson Plans

C. Secondary School
    1. Objectives
    2. Description of Instructional Materials
    3. Sample Lesson Plans

IV. Testing and Evaluation

A. Audio-Lingual Skills
B. Reading and Writing Skills
C. Test Evaluation Criteria

Appendices

A. Classroom Expressions
B. Key to Exercises
C. Games
D. List of Films
E. References

It is hoped that teachers will be selective in using this Teacher's Manual and will adopt the activities described therein according to the needs and interests of their classes. It is further wished that these materials will encourage the creativity and resourcefulness of teachers, particularly with regard to devising means of sustaining interest and the desire to use Japanese in and out of class.

CHART VI

SUMMARY OF

LEARN JAPANESE CURRICULUM MATERIALS FOR ELEMENTARY AND SECONDARY SCHOOLS*

Levels	Elementary								Secondary							
	I		II		III		IV		I		II		III		IV	
Volumes	I	II	III	IV	V	VI	VII	VIII	I	II	III	IV	V	VI	VII	VIII
Textbooks (No.)	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
(pages)	80	117	96	110	141	144	195	197	248	212	134	142	244	248	476	346
Student Editions (pages)					1 81		1 114									
Hiragana (No.) Workbook (pages)					1 208											
Test Booklets	One covering four levels								One covering four levels							
Unit Tests	2	2	3	4	4	5	5	5	4	4	3	3	2	2	3	4
Pre-& Retention*	P	R^1		R^2		R^3			P	R^1		R^2		R^3		
Speaking		S^1		S^2		S^3		S^4		S^1		S^2		S^3		S^4
Audiovisual Materials																
Slides (No.)	122	102														
Transparency Masters (No.) (for lesson dialogues & drills)			77	55	51	56	68	55	23	50	35	46	40	46	0	0
Flash Cards (No.) (pictorial)	Total= Approximately 400								Total= Approximately 300							
Kanji Cards (No.)													100		286	
Tapes (No.) (12-15 min. ea.)																
Number	1	1	1	1	1	1	15	15	16	16	12	0	8	8	12	6
Tests (Unit)	2	2	3	4	4	6	5	5	4	4	3	3	3	4		
Others**	P	R^1		R^2		R^3			P	R^1		R^2		R^3		
		S^1		S^2		S^3		S^4		S^1		S^2		S^3		S^4
Teacher's Manual	One for elementary and secondary levels (240 pages)															

*All materials except tapes are available at: Tongg Publishing Co., Ltd., 1320 Rycroft St., Honolulu, Hawaii 96814. All tapes are available at Educational Media Center, 4211 Waialae Ave., Honolulu, Hawaii 96816 for Hawaii Schools, and at the National Center for Audio Tapes, University of Colorado, Stadium Bldg, Boulder, Colorado 80302 for all others.

CHAPTER III

EVALUATION

During the first two phases of the project, test development and project evaluation were construed as a single function. Tests were designed and administered; and information from them was used to (a) evaluate the materials developed, (b) revise the tests, and (c) grade the students. It gradually became obvious that because of the experimental nature of first draft testing, it was not appropriate to use these results for any type of grading or evaluation unless substantiated by information from other sources such as teachers' notes, text writers' comments, standardized instruments, etc. In addition, the small and atypical sample available at the Laboratory School for first-draft testing made even item-analytic statistics based on those classes suspect expect as purely descriptive data.

As second draft test data from Phase II became available, they replaced first draft data in the evaluation functions; and first draft data were used as a step in test development. Second draft data proved more useful in evaluation for several reasons: (1) They were based on tests which had been "pre-tested" to eliminate at least major flaws; (2) They were based on a large sample of students under a variety of classroom situations; and (3) The samples tested were from populations for which generalizations were made.

With the gradual split between the test development and evaluation came a parallel re-direction of the evaluation effort. Where, during the first and second phases of the project a number of attempts had been made to study the relationships between language aptitutde, attitude, background, and success as measured by test scores, it was recognized that these efforts were not only peripheral to materials development and were too demanding of staff time and Project resources.

With these problems in mind, the optimal function of evaluation was re-evaluated in the second phase of the Project and the following decisions were reached:

1. Tests were to be designed to compliment the mastery emphasis of the teaching, that is with maximum emphasis on content coverage and validity.

2. Inferential statistics would be substantially reduced in favor of increased descriptive statistics, particularly those of greatest immediate value in the revision of the text and auxiliary materials.

3. Standardized testing would be limited to the area of student attitude toward the program.

4. Efforts to solicit teacher and student comments about the program, both generally and specifically, would be increased.

5. Report back from pilot teachers to project staff would be increased, and reporting results to field schools would be de-emphasized.

6. In general, a single function, to provide information needed by project personnel, was to predominate.

With this re-organization came the comprehensive evaluation plan using the following types of evaluation:

1. From students

   a. Background data - To provide information on the relevant background characteristics of our students.

   b. Achievement testing - To monitor the progress of classes, provide information helpful to test revision, and give clues for text revision.

   c. Oral testing - To determine the progress of students in producing Japanese sounds and intonation patterns.

   d. Attitude scaling - To monitor attitude changes in project classes.

   e. Rating of materials - To solicit comments and suggestions by students and to monitor changes in student perceptions of project materials.

2. From teachers

   a. Background data - To provide information on the relevant background characteristics of our students.

   b. Lesson comments - To provide detailed feed back on the adequacy and problems of individual lessons.

   c. Test evaluation - To provide detailed feed back on the adequacy and problems of individual tests.

   d. General materials evaluation - To solicit general comments on the text and other materials.

3. Classroom background data - To compile information on teacher background and administrative aspects of the program.

The new approach proved beneficial, because it allowed additional time and effort to be spent in gathering and interpreting teacher and student comments and summarizing these for the project staff. Test writing was separated from evaluation, with the evaluator assisting primarily in the revision of the tests, rather than in their original construction. Teachers were encouraged to utilize the test results in any way they chose (instruction, grading, etc.) before returning the tests to the project for studying. Originally, project staff scored the tests, then returned them to the teachers. This provided immediate feed back to the students and teachers.

In general, then the separation of testing and evaluation and the concurrent diminution of theoretical research efforts resulted in less time being spent on collection and study of data of only passing interest. This in turn permitted reasonably effective functioning with limited staff and budget, and improved relationships with harried teachers and test-weary students.

For further discussion of test production see the section on testing.

IA. Students--Background Data

The students involved in the project were enrolled at University Laboratory Schools and pilot public and private schools. Laboratory School students were those at the Hawaii Curriculum Center who studied first draft materials. During the first year there were three such Japanese classes, 18 students in grade three, 13 students in grade seven, and 15 students in grade ten. The elementary class was composed of students with many ethnic and cultural backgrounds, including Scotch-Irish, Scotch-Irish-Hawaiian-Chinese, Chinese, Negro, Japanese Korean, and various mixtures of Hawaiian, Japanese, Chinese, Korean, and Filipino. The ability range was wide with IQ scores on the Kuhlmann-Anderson test ranging from 86 to 137. The mean IQ for the group was 111.5. These students also showed definite background in Japanese with a mean score for the group on the pretest of 41.2 out of 68 possible points.

Like the elementary class, the secondary classes at the laboratory school were composed of students with various cultural and ethnic backgrounds. The ability of the students were also varied. On the School and College Ability Tests (SCAT), scores for grade seven ranged from the 34th to 98th percentile and for grade ten from 23rd to 92nd percentiles. On the Pimsleur Language Aptitude Battery mean scores for grade seven were 68 percentile on Verbal, 77 percentile on Auditory, and 6.5 points (of a possible 8) on Interest while for grade ten, the scores were 45th percentile, 58th percentile, and 4.8 points respectively. Mean scores on the Pretest were 60.8 of 80 items for grade seven and 54.6 on the same test for grade ten. Both of these scores indicated significant background in Japanese.

Over the years of the Project the nature of these groups changed very little. Grade ten group graduated before completing the program and a new, quite dissimilar, class had to be used for first-draft testing of Level IV materials.

For this reason, secondary background data for the laboratory school were not included in the following table. These data were collected at the end of the fourth year of the Project and the form that was used to collect it, is appended.

Insert Table II Here

It was anticipated that pilot school students would be similar to laboratory school students in racial background and attitude, but would have greater language background because many attend private Japanese language schools, and possibly lower general ability compared to the students at the laboratory school. This was partially confirmed. Pilot school students did have considerable background in Japanese according to questionnaire results: About 50% of the secondary students and 35% of the elementary students had studied Japanese before, some of the secondary students having had as much as nine years of language school background. Despite this extensive background, all three levels of pilot school pretests showed significant positively skewed distributions.

Racial and ethnic backgrounds of pilot school students were similar to those of field school students. There was a preponderance of Japanese and part-Japanese students, as expected, but there was also a very wide variety of other racial combinations.

Language aptitude tests were administered to Pilot secondary students at the beginning of the 1968-69 school year and to pilot elementary students at the beginning of the second semester (the lowest age level for which norms were available) of that year.

The Modern Language Aptitude Test - Elementary Form (EMLAT) was administered to 196 elementary students; the Pimsleur Language Aptitude Battery to the 146 intermediate students; and the Modern Language Aptitude Test - Secondary Form (MLAT) to 219 high school students. The mean percentiles for each of the categories were 67.6, 59.1 and 39.8 respectively.

The reduction in aptitude with increasing academic levels might be due to the increasing influence of the non-standard pidjin English used by the sample students, or to the norm groups of the tests used.

TABLE II

BACKGROUND OF SAMPLE STUDENTS

Questionnaire Items		Elementary Field	Elementary Pilot	Secondary Pilot
1. Total Number of Students		16	202	443
No Response[1]		4	61	283
2. Sex	Male	6	57	50
	Female	6	84	110
3. Grade	5		120	
	6		21	
	7	12		
	8			
	9			53
	10			62
	11			6
	12			46
4. Number of Parents Speaking Japanese	0	4	33	10
	1	1	75	69
	2	7	33	81
5. Number of Years Attended Japanese School	0	9	110	64
	1	3	31	47
	2			7
	3			4
	4			2
	5			5
	6			7
	7			4
	8			8
	9			12
6. Numbers of Years Been in Japan	0	12	136	139
	1 or less		5	18
	2			
	3			1
	4			
	5			
	6			1
	7			
	8			1
7. Number of Languages Besides English and Japanese Known	0	12	126	130
	1		12	28
	2		3	2

[1] Had left Project class before data was collected.

IB. Students - Achievement Testing

Achievement tests were administered regularly to all students -- the first draft to the Laboratory Schools and the second draft to the pilot schools. Results of multiple choice sections of tests were subject to item analysis, the results of which included (1) scores (raw and percent) for all students to be compared as a check on scoring accuracy with scores assigned by teachers; (2) number of items omitted by each student; (3) difficulty level of each item; (4) proportion of students selecting each item or omitting that item; (5) test statistics e.g. mean, standard error of the mean, standard deviation, standard error of the standard deviation, skewness, standard error of skewness, kurtosis, standard error of kurtosis, and Kuder-Richard Formula 20 reliability; and (6) item statistics e.g. standard deviation, and point-biserial correlation with total test score. The facilities of the University of Hawaii Computing Center was used for these computations.

For items requiring a production rather than selection a more qualitative approach was used. When only small numbers of students were involved, the staff members studied the students' responses directly. When larger numbers of students were involved, errors were catagorized and tabulated and this information was made available to the staff. In all cases, teacher and student comments on the tests were solicited. Sometimes, these comments provided additional information to the statistics; most times they confirmed conclusions that had been reached.

The final reporting of test statistics was complicated by several factors. First, most of the tests were re-numbered since they were revised to conform with revisions in the text. In many of these cases, the "re-numbering" involved recombining test items, splitting tests to cover several units with addition of items as necessary, or combining tests. Therefore, it was difficult, and in some cases impossible, to identify the test upon which the statistics were based in terms of the revised numbering.

Second, the items themselves were revised. In most cases revisions after the second draft try-out (pilot school classes) were not extensive since most of the major flaws had been eliminated after the first draft testing. Third, all of the aural comprehension portion of the tests which had been taped, were re-recorded professionally for publication. The test administrations upon which our statistics were based were with tapes recorded by our staff members on ordinary classroom tape recorders. Finally, the statistics were based on our laboratory school students, a sample fairly typical of that found in the public schools of Hawaii, but too small to be reliable.

In the report of the test statistics, Appendix 2, an effort was made to show the relationaship between the original draft and the revised draft. Since all of the tests were compiled in two test booklets, one for the elementary and the other for the secondary, as supplements to the Teacher's Manual which included a discussion of text content, administration and scoring of the tests, no sample test was included in this report.

IC. Students - Oral Testing

Because of the expense in teacher-and-staff time, the difficulty of measuring oral ability with available facilities, and because teachers receive adequate feedback on students' oral abilities in their daily drilling procedure, the project measured students' oral abilities of only a random sampling of students once a year. During the second year of the project, which was the first year of the pilot program, a random sample of secondary pilot students was selected for Speaking Test I. During the following year, rather than select a new sampling, it was decided to test the same students to determine how the intervening year had changed the oral production habits.

Results of the second oral testing, Speaking Test II, showed that the students' pronunciation did not improve and for the most part intonation and fluency showed only minimal improvement. Some even mispronounced words that were pronounced correctly the previous year. It was concluded that with the introduction of writing, the teachers inadvertently became somewhat lax in their demands for proper pronunciation, and the students developed lazy habits of speech. Efforts were made to remedy this situation and to prevent its recurrence, and additional drills for the most difficult and often missed sounds were added in the text.

Speaking Test III was sheduled for the end of the fourth year of the Project to all available students. Due to early graduation exercises and other year-end activities of one kind or another, most of the students were unable to take the test which could not be completed any earlier.

Testing oral production of elementary school students proved even more difficult than testing the students of the secondary schools. There were a number of reasons for this, but one was central: younger students were so shy with a strange adult present, even if the teacher was also present, that many would not utter a word. Even when a tape recorder was substituted for the adult stranger with the teacher administering the test, elementary students tended to speak so softly that their responses could not be analyzed.

ID. Students - Attitude Scaling

Since one of the project's objectives, particularly at the elementary level, was to foster student attitudes favorable toward language learning a modified form of the Foreign Language Attitude Scale designed by DuFort /1/ was used. During the first year in which pilot schools were involved, this scale was used only for the secondary school students because it was believed too complex for the younger students. During the third and fourth years, the use of the scale was continued in the secondary schools and a modified form was prepared for the elementary schools.

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[1]Permission to use granted by personal correspondence with author.

At both levels there was a firmly positive attitude toward learning a foreign language in general particularly Japanese. Differences between classes were reflective of much that was already known from teachers' comments.

Results of the 1968-69 and 1969-70 administrations of the Foreign Language Attitude Scale (FLAS), Elementary and Secondary forms (Appendixes 3 and 4) were as follows: (Note that although the items were substantially the same, the Secondary form used a four rank scale while the Elementary scale had only three ranks available.

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Insert Table III Here

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For the 1968-69 administration mean total score was 70.00 of a possible 90 (equivalent to a mean scale score of 2.33) with a standard deviation of 13.12. For the 1969-70 administration, the mean total score was 63.70 of a possible 96 (equivalent to a mean scale score of 1.99) with a standard deviation of 7.34. This is a significant reduction in both mean scores and standard deviations.

Results for the 1968-1969 and 1969-1970 administrations of the Secondary version of the Foreign Language Attitude Scale (FLAS) were as follows:

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Insert Table IV Here

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For the 1968-69 administration mean total score was 82.79 of a possible 128 (equivalent to a mean scale score of 2.59) with a standard deviation of 15.93. For the 1969-70 administration, the mean total score was 73.02 of a possible 120 (equivalent to a mean scale score of 2143) with a standard deviation of 18.52.

Changes in item means were much more variable for elementary than for secondary students, as the following distributions of difference scores indicated.

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Insert Table V Here

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Items showing the greatest loss from the first to second administration were for Elementary numbers 7, 10, 11, 12, 16 and 30; and for Secondary numbers 1, 13 and 14. Although neither group of items seemed particularly homogeneous, both indicated a general disenchantment with Japanese language study.

TABLE III

FLAS - ELEMENTARY RESULTS
(Three Rank Scale)

Item	Mean Rank 1968-69 (N=168)	1969-70 (N=135)
About Japanese		
1. I like studying Japanese.	2.55	1.67
2. I would like to learn more than one foreign language.	2.46	1.67
3. I like to practice Japanese on my own.	2.68	2.17
4. Most people enjoy learning a foreign language.	2.49	1.67
5. Everyone in school should take a foreign language.	2.19	1.70
6. Japanese is interesting.	2.42	1.58
7. It is too bad that so few Americans can speak Japanese.	2.76	1.45
8. Anyone who can learn English can learn Japanese.	1.70	1.87
9. I would like to travel in a country where Japanese is spoken.	1.56	1.69
10. The way Japanese people express themselves is very interesting.	2.52	1.33
11. Japanese is an easy language to learn.	2.83	1.70
12. I would like to be a Japanese teacher.	2.53	1.28
13. I would like to take Japanese again next year.	1.65	2.27
14. The Japanese I am learning will be useful to me.	2.65	2.67
15. I would like to know Japanese-speaking people of my own age.	2.91	2.35
16. Students who live in Japanese-speaking countries are just like me.	2.63	1.54
17. I'm glad Japanese is taught in this school.	1.97	2.46
18. My parents are pleased that I'm learning Japanese.	2.39	2.88
19. I like to hear Japanese people talk.	2.54	2.27
20. Japanese is one of my most interesting subjects.	2.32	1.87
21. Studying Japanese helps me to understand people of other countries.	1.98	2.19
22. I think everyone in school should study a foreign language.	2.15	2.36
23. Americans really need to learn a foreign language.	2.07	2.46
24. What I learn in Japanese helps me in other subjects.	2.35	1.80
25. Learning Japanese takes no more time than learning any other subject.	2.66	2.08

Item	Mean Rank 1968-69 (N=168)	1969-70 (N=135)
26. Sometimes I find that I'm thinking in Japanese.	2.23	1.87
27. My friends seem to like taking Japanese.	2.21	1.87
28. I'm glad that I have the chance to study Japanese.	2.49	2.52
29. I use Japanese outside the classroom.	1.68	2.25
30. I'm looking forward to reading Japanese books on my own.	2.43	2.18
31. I would like to study more Japanese during the next school year.	*	2.34
32. Japanese is one of the most important subjects in the school.	*	1.67

*Not administered

TABLE IV

FLAS - SECONDARY RESULTS
(Four Rank Scale)

Item	Mean Rank 1968-69 (N=281)	1969-70 (N=130)
About Japanese		
1. I like studying Japanese.	2.75	2.45
2. I would like to learn more than one foreign language.	2.61	2.48
3. I like to practice Japanese on my own.	2.15	2.08
4. Most people enjoy learning a foreign language.	2.53	2.30
5. Everyone in school should take a foreign language.	2.80	2.68
6. Japanese is interesting.	2.98	2.80
7. It is too bad that so few Americans can speak Japanese.	2.64	2.39
8. Anyone who can learn English can learn Japanese.	2.57	2.29
9. I would like to travel in a country where Japanese is spoken.	3.27	3.15
10. The way Japanese people express themselves is very interesting.	3.08	2.85
11. Japanese is an easy language to learn.	2.12	1.85
12. I would like to be a Japanese teacher.	3.17	1.51
13. I would like to take Japanese again next year.	2.97	2.57
14. The Japanese I am learning will be useful to me.	3.17	2.85
15. I would like to know Japanese-speaking people of my own age.	2.86	2.76
16. Students who live in Japanese-speaking countries are just like me.	2.12	1.95
17. I'm glad Japanese is taught in this school.	3.34	3.07
18. My parents are pleased that I'm learning Japanese.	3.43	3.15
19. I like to hear Japanese people talk.	2.73	2.67
20. Japanese is one of my most interesting subjects.	2.32	2.28
21. Studying Japanese helps me to understand people of other countries.	2.38	2.30
22. I think everyone in school should study a foreign language.	2.83	2.65
23. Americans really need to learn a foreign language.	2.90	2.61
24. What I learn in Japanese helps me in other subjects.	1.80	1.91
25. Learning Japanese takes no more time than learning any other subjects.	2.29	2.07

Item	Mean Rank 1968-69 (N-281)	Mean Rank 1969-70 (N-130)
26. Sometimes I find that I'm thinking in Japanese.	1.86	1.97
27. My friends seem to like taking Japanese.	2.28	2.08
28. I'm glad that I have the chance to study Japanese.	3.18	2.89
29. I use Japanese outside the classroom.	2.25	2.23
30. I'm looking forward to reading Japanese books on my own.	2.25	2.23
31. I would like to study more Japanese during the next school year.	2.78	*
32. Japanese is one of the most important subjects in the school.	2.10	*

TABLE V

DISTRIBUTION OF DIFFERENCE SCORES
(1969-70 mean minus 1968-69 mean)

Difference	Elementary (3 point scale)	Secondary (4 point scale)
.6	2	
.5	2	
.4	1	
.3	1	
.2	3	
.1	1	3
0.0	1	3
-.1	0	8
-.2	0	8
-.3	3	5
-.4	1	3
-.5	3	
-.6	2	
-.7	0	
-.8	3	
-.9	1	
-1.0	0	
-1.1	2	
-1.2	3	
-1.3	1	
	30 items	30 items

IE. Students - Rating of Materials

Although the teachers were submitting teachers' and students' comments on specifics to the staff throughout the project, it was felt that this did not fill the need for: (1) more general and possibly less objective criticisms, e.g. the types of reactions which generally were more closely related to whether a curriculum package would be adopted than any of the specific ones; and (2) more direct information about students' feelings about the materials. During the third year of the project, therefore, two new forms, Instructional Materials Evaluation, Teacher's Form, and Materials Evaluation Scale (MES), were designed. Comments sheets were added to both the Material Evaluation Scale for the secondary schools and the elementary form of FLAS entitled What I Think. These forms are included in the Appendixes, numbers 5, 6, and 7.

The MES was patterned after the FLAS and appended to it. Unlike the FLAS, it contained both positive and negative statements on a four point scale. Results of the MES were as follows:

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Insert Table VI Here

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In addition to scaling student responses on the MES, it became necessary to tabulate them because their great volume and variety. The following tabulation, Table VII, includes only those comments made by more than one student.

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Insert Table VII Here

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These strictly descriptive attempts to evaluate the materials proved to be interesting and valuable. Among the clearest of comments was the secondary reaction to project tapes. Nearly one hundred and fifty of the two hundred or so students responding complained about the tapes. The usual complaints were: too fast, hard to understand, inadequate reply space, and boring. To improve the tapes in both content and technical reproduction qualities, all of the tapes were re-recorded in Japan. It was interesting to note that reactions from teachers differed with those of the students in some areas. The teachers stated that the texts were excessively difficult, but the students rated them only moderately difficult; the teachers felt that many of the tests were unfair and too hard, but again the students rated them fair and of moderate difficulty.

No materials evaluation form was prepared for elementary school students because it was felt that the students did not have adequate background and sophistication to rate the materials. However, a comments' page was added to the elementary version of FLAS. The results including only comments made by more than one student were as follows:

TABLE VI

RESULTS OF THE 1968-69 MATERIALS EVALUATION SCALE
(Secondary, N=209)

Item	Comments
1. The textbook is fairly easy to understand	All classes rated this statement between 2.4 and 3.1 indicating that in their opinion the material in the textbook was quite clearly presented.
2. The tests are pretty hard.	There was strong agreement with this statement, as expected.
3. Keeping up with the homework makes classwork quite a bit easier.	This statement was directed at the relevance of homework to classwork. Here again there was good agreement, thought not as strong as in item #2.
4. The visuals are confusing and hard to understand.	This had partly to do with the visuals, and partly to do with the teacher's ability to use them. Most students disagreed with the statement.
5. Memorizing the dialogue is a waste of time.	There was some agreement with this statement, but for most schools it was as low as that in item #4.
6. It is pretty easy to understand the test directions.	Here again there was some agreement.
7. There are too many vocabulary words for me to remember.	Except for one class, the general response was around 2.3. This was less agreement than was expected.
8. The people on the tapes speak too fast.	Very strong agreement here.
9. The test questions are fair; they aren't tricky.	There was low but definite agreement with this statement.

Item	Comments

10. The tapes really helped me to do better in class.

    This question gave one of the bigger surpises. Most classes rated it on the do not agree side, many strongly so. The reasons for this became apparent in responses to item 8 and on the comments sheets.

11. Japanese homework is quite a bit more difficult than the homework in my other subjects.

    There was general but slight agreement to this: Japanese homework is a little harder, but not unreasonably so.

12. Drills really help me become more fluent in speaking Japanese.

    This seemed to indicate not only how good the drills were, but how well the teacher used them. Classes averaged about 2.7 indicating good feelings about the drills.

13. The vocabulary words are helpful to know.

    In other words, was the selection appropriate? According to the students, it was excellent. Ratings were around 3.5%.

14. There is too much material in the text: We don't have enough time to study it thoroughly.

    The responses from most classes were about 1.9 to 2.1 indicating that this was not the case. Notable exceptions were two high schools (2.9 and 2.6). One might anticipate this from the high schools, since they covered the materials at a rapid rate, but the other two high schools and one intermediate school which covered the material at the high school rate, rated 1.9, 1.8, and 1.9 respectively.

15. The tests cover a lot of things we didn't have in class.

    Or, were the teachers sticking with the text? Yes was the answer in most cases. Ratings ranged from 1.6 to 2.6.

16. The visuals make the lessons easier to understand and remember.

    There was general agreement with this with a rating of 2.9.

Item	Comments
17. The drills are awfully boring.	Yes, they were, although the boredom seemed to vary from class to class.
18. The explanations in the textbook are not very clear.	For the most part, the students disagreed.
19. The dialogues are about interesting situations.	Agreement here was mild to say the least. The students preferred more about culture and young peoples' interests, such as dating, marriage, politics, etc.
20. The textbook covers a great deal of what I want to know.	In general, the intermediate schools were more satisfied on this point than the high schools.

TABLE VII

TALLY OF STUDENT COMMENTS ON M. E. S.

A. POSITIVE	NO.	B. NEGATIVE	NO.	C. REQUESTS	NO.
I. TEXT					
1. Good	12	1. Too hard/too fast	18	1. More relationals	7
2. Right difficulty	3	2. Explanations poor	18	2. More reading and writing	4
3. Culture good	2	3. Too easy/too slow	10	3. Include correct answers	3
4. Explanations good	2	4. Boring	5	4. More about language/ structure	3
5. Well organized	2	5. Binding poor	2	5. Complete glossary	3
II. DIALOGUES					
1. Good	7	1. Boring	8		
		2. Shouldn't memorize	8		
		3. Waste of time	3		
III. DRILLS					
1. Good	11	1. Boring	15	1. Want more	3
		2. Instructions inadequate	7		
		3. Not helpful	3		
		4. Too many/much	2		
IV. VOCABULARY					
		1. Too much	15		
		2. List incomplete	11		

A. POSITIVE	NO.	B. NEGATIVE	NO.	C. REQUESTS	NO.
IV. VOCABULARY (CONTINUED)					
		3. Easy	3		
		4. Hard to pronounce	3		
V. CHARACTERS					
		1. Introduce sooner	12		
		2. Too fast	3		
		3. Poor calligraphy	2		
		4. Easy	2		
VI. TAPES/LAB					
1. Good	10	1. Too fast	81	1. Want more	3
		2. Hard to understand	52	2. More lab time	2
		3. Inadequate reply space	16		
		4. Boring	13		
		5. Directions inadequate	8		
		6. Female voice poor	6		
		7. Not relevant	4		
		8. Lack vocal expression	2		
VII. TESTS					
1. Good	2	1. Too hard	18	1. Go over items after	3
2. Relevant	2	2. Not relevant	10		
		3. Directions inadequate	5		
		4. Too long	2		

A. POSITIVE	NO.	B. NEGATIVE	NO.	C. REQUESTS	NO.
VIII. VISUALS					
1. Good	21	1. Hard to understand	7	1. Want more	2
		2. Ugly	2		
IX. TEACHER					
1. Good	9	1. Cutting/nasty	7		
		2. Moving too fast/ poor review	6		
		3. Calls only best students	4		
		4. Lax	3		
		5. Poor technique	2		
X. ACTIVITIES/CLASS AS A WHOLE					
1. Good	31	1. No good	2	1. Films	15
2. Interesting	12			2. Excursions	5
3. Want to continue	7			3. Games	4
4. Aud./Ling. good	4			4. More	3
5. Games good	4			5. Speakers	3
6. Excursions good	2			6. Class discussions in Japanese	2
XI. HOMEWORK					
1. Too much	3	1. Class inadequately screened	5	1. Want daily class	3
		2. Too hot	2	2. More individualized work	3
				3. Fewer students/class	3

Total papers: 209 (of which 15 were blank or "no comment")

TABLE VIII

SUMMARY OF ELEMENTARY COMMENTS

1968-69

Comments	No. of Students
Blank	54
Glad Japanese is offered/like	50
Family pleased	17
No comment	15
Class boring	11
Don't like Japanese	11
Want more time (separate from other subjects)	10
Like songs and stories	8
Want book/reading	8
Class hard	7
Want to go to Japan	5
Class noisy	5
Tests hard	3
Need airconditioning	3
Want more games and activities	3
Too much homework	2
Good teacher	2
Visuals incomplete/uncoordinated	2
Teacher lax/bad	2

Elementary school students had far less to comment than Secondary students, perhaps because they still found writing a difficult activity. What they did say was generally complimentary; and some individual students even offered the text writers specific ideas for subject matter of interest to the elementary students.

IIA. Teachers - Background Data

Our General Information Questionnaire, Appendix 9, was designed to solicit teacher background information. It was developed and administered at the end of the fourth year of the project, at which time a number of teachers had already left. The information supplied by the ten teachers, typical of the Project teachers in general, were as follows:

TABLE IX

GENERAL INFORMATION QUESTIONNAIRE SUMMARY

Number of Years of Previous Teaching:

Teacher No.	Elementary	Secondary	College	Total
1	4	3	6	13
2	0	0	7	7
3	0	5	0	5
4	0	5	0	5
5	2	2	0	4
6	0	2	0	2
7	0	1	1	2
8	2	0	0	2
9	0	0	0	0
10	0	0	0	0

Highest Academic Degree Earned:

B.A. or B.S.	1 teacher
5th Year Certificate	6 teachers
M.A./M.S. or M.Ed.	2 teachers
Ph.D. or Ed.d	1 teacher

Field of Highest Degree:

Secondary Ed. In Japanese	2 teachers
Elementary Education	2 teachers
Teaching English as a Second Language	1 teacher
Social Studies (Japanese)	1 teacher
Social Studies (English)	1 teacher
Linguistics	1 teacher
Math Education	1 teacher
Art Education	1 teacher

Travel to Japan:

Never	3 teachers
Less than 2 months	1 teacher
2-6 months	3 teachers
6-12 months	none
more than 12 months	3 teachers

No. who attended Project workshop: 6 teachers

Number Having Ever Taken a Course in:

Linguistics	10 teachers
Media or A.V.	6 teachers
Japanese Literature	9 teachers
Japanese History	10 teachers

Most Recent Course or Workshop:

1969 (previous year)	8 teachers
earlier	2 teachers

Number of Native Speakers of Japanese: 2 teachers

Most Recent Trip to Japan:

1969 (previous year)	5 teachers
1968	1 teacher
earlier	1 teacher

IIB. Teachers - Lesson Comments and Ratings

From the very beginning of the Project, each participating teacher was requested to submit comments on each lesson covered. Although a form was prepared to facilitate this communication, many teachers preferred to write a short letter about the lesson, the test, and the visual. Because the teachers' comments were specific to the draft forms of specific lessons, and were routed directly to the text writers and others, there was no need to tally or otherwise formalize them, nor was there any need to summarize them. However, because the types of comments made might be of interest, samples of evaluations submitted for elementary and secondary texts and audiovisual materials (A, B, C) and a letter (D) were included in this report.

==========

Insert Evaluation A, B, C and D Here

==========

IIC. Teachers - Test Evaluation

Parallel to the need for lesson comments were the need for test and audiovisual comments, and the two were handled in similar fashion. A basic form was prepared for each but teachers were permitted, if they desired, to comment in whatever manner seemed most appropriate to them. One completed elementary form, as submitted, was included in this report. There was no need to summarize the teachers' comments since the tests and visuals involved had already been revised according to them.

==========

Insert Test Evaluation Here

==========

IID. Teachers - General Materials Evaluation

Because the teachers' comments had always been specific, it was felt that they should be given an opportunity to give more general opinions about the materials. An Instructional Materials Evaluation Form was designed to meet this need and administered at the end of the 1969-70 school year. Because teachers' comments were copious and varied greatly in many respects, staff members were encouraged to read the forms directly. The more common comments were as follows:

Elementary

"... Although the pace of the text was about right, many students were bored by extensive use of the simpler drills, especially the repetion drills. Games and songs were very much appreciated by both students and teachers. The students and teachers would also like some type of book for students' use." Suggestions included (1) written dialogues, (2) hiragana workbook, (3) picture dictionary, and (4) cultural material.

TEXT EVALUATION

(A) TEACHER *Elementary* DATE *2/3-7/69* VOLUME *V* LESSON *15*
LEVEL & GRADE *Elem 3 (Grade 5)* SCHOOL *Univ. Lab.* UNIT *5* PAGES *129-138*

TARGETS

I. Unit Review - Lessons 13 & 14

A. Structural Points

1. Relational NI with agemasu
2. NA with kirei
3. Obaasan GA kuremasu

B. Passive Vocabulary -Lesson 15

1. Nouns: yomeiri, yome, otentoo, tokoro, sekai, kumo, kaze, kabe, kekkon, Chuusuke
2. Adj. tsuyoi desu
   tsuyoku arimasen
3. Verbs: imashita (there was) yarimasu

C. Reading and Writing Roomaji

General Review
Supplementary - Lesson 14

COMMENTS

A. The story, Nezumi no Yomeiri, was familiar to most of the pupils, but the class enjoyed it nevertheless.
After the dialogue practice, the characters and plot were presented in pantomime. As the text dialog was presented by the choral group, the players on the stage went through the motions without words.

B. For overall review work, provided additional exercise for the adjective, tsumaranai, which the pupils seem to have difficulty in retaining.
Taped some of the commercials on television, and had the pupils listen and comment on them.

Pupil 1: Sore wa pan no komaasharu desu.
Sono komaasharu wa tsumaranai desu.
(Holsom Bread)
Pupil 2: Sore wa sekken no komaasharu desu.
Sono komaasharu wa omoshiroi desu.
(Ivory Soap)
Pupil 3: Sore wa ajinomoto no komaasharu desu.
Sono komaasharu wa tsumaranai desu.
(Japanese commercial on Channel 13)

PROBLEMS & SUGGESTIONS

A. With .....NI agemasu introduced in Lesson 13, would like to suggest .....NI moraimasu instead of .....GA (boku ni) kuremasu in Lesson 14. Feel that .....NI moraimasu may help to reinforce .....NI agemasu.
To help pupils fully understand the use and meaning of kuremasu, boku NI or watashi NI need to be emphasized, but the text states, "the use of (recipient) + NI is omitted in order to emphasize dare ga (giver) in this lesson."

Of course, the levels of speech may and should be omitted at this level, but the pupils will need to learn to say, Obaasan ga kudasaimashita or Sensei ga kudasaimashita, later. Perhaps kuremasu can be postponed until that time when the concept of speech levels is presented to the pupils.

(B) TEACHER *Secondary* DATE *Oct. 2 - 6* UNIT *1* PAGES *8-13*
CLASS *Japanese II (Grade 11)* LESSON *2*

TARGETS

Structural Points (Review B)

1. Sensei NI imooto o shookai shimashita.
   Sensei NI naratte imasu.
   Sensei NI misemashita.

2. Kaku koto ga dekimasu.
   Hiku koto ga dekimasu

3. Naratte imasu.
   Shitte imasu.
   Utatte imasen.
   Sunde imashita.
   Oboete imasen deshita.

4. Joozu NI kakimasu.
   Kirei NI shimasu.
   Genki NI asobimasu.
   Suki NI narimasu.

5. Uta o SHITTE IMASU ka?
   Iie, SHIRIMASEN.

6. Kashite KUDASAIMASEN ka?
   Misete KUDASAIMASEN ka?

   contrasted with

   Kashite kudasai.
   Misete kudasai.

7. Oboetai N desu ga.....
   Naraitai N desu ga....
   (covered in previous lesson)

COMMENTS

1. Did preliminary work with:

naniKA	naniMO
dokoKA	dokoMO
dareKA	dareMO
itsuKA	

NaniKA tabetai desu ka?
NaniMO tabetaku arimasen.

DokoKA e ikimashita ka?
Doko e MO ikimasen deshita.

DareKA imasu ka?
DareMO imasen.

ItsuKA issho ni ikimasen ka?

PROBLEMS & SUGGESTIONS

1. Preceded Drill B, 1, with preliminary practice:

okimasu	- okite
narimasu	- natte
kaimasu	- katte
kimasu	- kite
shirimasu	- shitte
hatarakimasu	- hataraite
yobimasu	- yonde, etc.

(C)

AUDIOVISUAL EVALUATION

TEACHER:
CLASS: *Japanese 11 (Grade 11)*
DATE: *September 18 - October 20*

UNIT: *1*
LESSON:s *3 & 4*
PAGES: *14 - 25*

AUDIOVISUAL MATERIALS	COMMENTS
Lesson 3 (Projectuals) A. Text dialogue (RC-A) 1 frame B. Text dialogue (RC-B) 1 frame C. Hiragana Review 1 frame D. -TE imasu (Drills) 1 frame	Lesson 3 A. RC-A 1. Text dialogue elicited with ease. At first, line 6, "Fujimoto san wa hajimete kochira e kimashita ka," was vague, but students learned to use the following illustration as cue. B. RC-B 1. No problems here. 2. Titles like SHUUMATSU or PIKUNIKKU could be added to frames. C. Hiragana Review 1. The items were explicit. Some difficulty in identifying the last item, kai. D. -TE imasu (Drills) 1. People involved were easily identified. (imooto, ojiisan, okaasan, etc.) 2. Verbs were easily elicited. 3. Used for following drills: a. Ringo o taberu deshoo. b. Ringo o tabetai desu. c. Ringo o tabete kudasai. d. Ringo o tabete imasu. e. Dare ga ringo o tabete imasu ka? Imooto ga tabete imasu.
Lesson 4 (Projectuals) A. Text dialogue (RCA-A) 1 frame B. Text dialogue (RC-B) 7 frames	Lesson 4 A. Student Reactions: 1. Juudoogi (uniform) is not illustrated correctly. 2. Why are the Japanese always identified with dark rimmed glasses? B. Found seven frames too cumbersome. Prefer the one frame presentation because it's easier to handle and furthermore, it provides students opportunity to see the dialogue in totality.

(D) TEACHER'S EVALUATION

April 28, 1971

Dear Mrs. Sato,

I did not turn in any reports on the final oral test last year because I did not have the material in time to administer them.

I've enclosed the test materials for Volume VII, Unit I, but I really don't know if they are valid. I did not have the test tapes and we still do not have the tapes for the lessons or tapescript to work with. Many of the kanji used in the test were not taught to the students so I inserted the kana for them.

The students find Volume VII very interesting but at the same time difficult. They all seem to be enjoying the lessons.

Because this class is composed of only seniors we will not be able to complete Unit II. Seniors will be having their finals during the week of May 24-28, thus leaving us only three weeks more of lessons.

Next year because of the size of the class there will not be a third year class. I will be on maternity leave again and do not know who will be replacing me. I've tried to talk to the principal about having a class even if it is a small one but because scheduling is difficult he will not consent.

Thank you very much for all the help you've given me these past few years. It's really been wonderful working with all of the materials the project has provided us. I'm sure we'll be able to build our Japanese program at ____ High School when we move to Kahului. It seems as though they will be moving during Christmas vacation. I'm kind of glad I won't be in school during that time. I think it's awful to move in the middle of the school year.

Thank you again.

Sincerely,

TEST EVALUATION FORM

Teacher: _____

Test: (Elementary)

Volume *III*
Unit *67/8 2nd Quarterly Test*
Elem. II

Please comment on the appropriateness and clarity of each category. Be as specific as possible.

Directions:

Pronounced clearly. Pupils had difficulty in understanding the directions for Games 1 and 2. (See Comments and Suggestions). They were retested after a thorough explanation of the directions.

Visuals (if any):

Generally, satisfactory. Visuals B & E were confusing to the pupils.

Tapes:

Pupils had difficulty understanding the dialogues for Games 1 & 2 because the words were pronounced too fast; e.g. "Ja, banana wa" sounded like one word to the pupils. It was difficult to differenciate "kaimasu" and "karimasu" on the tape by the pupils sitting farther away from the recorder. Words that sound almost alike should be avoided. #11, "araimasu" and #14 the ending of oyogimasu were not clear.

Student Reactions:

Pupils liked Game III but complained about Games I and II Some of them stated that they had forgotton some of the vocabulary, especially niwa in #16. Perhaps a picture dictionary for a child to use to memorize the vocabulary outside of the class might be helpful.

Comments and Suggestions:

Directions:

Game I. *It would have been easier if a question, "Did Haruko say this?" were asked before the statements for each dialogue.*

Game II *Since this test is testing two different objectives, namely, correct response and correct vocabulary, a question might be asked after each dialogue, such as, "Did the statement answer the question?" or "Did she use the correct words?" It will help the pupils to listen to the statement accordingly.*

Game III *Satisfactory*

Dialogues

Game I *D #8. The answer is irrelevant and because Haruko did not say it, the correct response should be F instead of T as marked on the Guide for Administration.*

Game II *#17. The answer should be NO instead of YES as marked in the Guide because "Boku" is used when a lady is speaking as mentioned in the "Directions" for it.*

#14, #15. Pupils missed masu, mashita, deshita because they were not used to this type of drill. A lot of this type of drill is needed in the textbook.

Hearing the dialogues twice would have made it easier for the pupils for Games 1 and 2. Perhaps the unfamiliar method of testing made Games 1 and 2 difficult for the pupils.

Tapes of songs, stories, and dialogues for class use were also recommended.

Secondary

"...In general the text, especially Volume III (original version), was too long and too difficult for the time available. The dialogues were good but would be improved by (1) more frequent use of old vocabulary, (2) more situations with which students could readily identify, and (3) more opportunities for role-playing. The drills would be more useful if they could be assigned as homework, and correct answers should be added to the text. Additional visuals for the vocabulary, particularly flashcards and transparencies for the hiragana would be appreciated. Color made objects in the visuals easier to identify...."

"The area in which the most help would be needed was supplementary exercises. A separate 'resource' book would be helpful as would a workbook for students' use, especially for learning hiragana... If specific behavioral objectives were given for each lesson (e.g. at the end of this lesson the student should be able to.....) the teachers would have a much easier time evaluating their own progress." Many of these comments and suggestions were studied and implemented in the revised materials.

IIE. Teachers - Classroom Background Date

In order to determine the teachers' feelings about the classroom situations in which they had been working, the Classroom Conditions Chart (Appendix 9) was prepared. This was administered at the end of the fourth year of the Project. It was impossible to have every teacher who had been on the Project respond to this questionnaire because some had already left the Project. The information obtained was as follows:

==========

Insert Table X Here

==========

Most of this information seems fairly routine, that is the classes seemed normal with respect to the situations in the various schools. The tremendous range of meetings-per-week and minutes-per-class was alarming, when considering their implications for materials design. However, with the increased use of modular scheduling, it was recognized that it was unwise to plan materials for day-by-day use. Rather, each lesson should be amenable to scheduling by the teacher, whether it was broken up over several days of classes, covered in a single class period, or combined with one or more other activities or lessons to fill a longer period.

TABLE X

Classroom Conditions Summary - 1970

Ability level of the students (as perceived by the teacher):

Above average	4 classes
Average/Mixed	15 classes
Below average	2 classes

Number of class meetings per week:

1	1 class
2	2 classes
3	6 classes
4	4 classes
5	12 classes

Usual length of class period:

20 minutes	4 classes
30 minutes	2 classes
40 minutes	2 classes
45 minutes	5 classes
50 minutes	2 classes
55 minutes	1 class
65 minutes	2 classes
80 minutes	4 classes
90 minutes	3 classes

Frequency of interruptions for other school activities:

Seldom	1 class
Occasionally	18 classes
Frequently	4 classes

Over-all classroom conditions:

Poor	7 classes
Average	13 classes
Good	3 classes

Average number of days per month spent on non-text activities:

2	12 classes
3	2 classes
4	2 classes

IIIA. Other - Perception of Project Materials

This study was anticipated but due to lack of staff time and budget allotments, it could not be realized. From time to time a number of requests for information about the materials were received by the Project Directors. Such requests were fulfilled with a description of all the materials developed as well as those to be developed be return mail, because samples were not yet available. According to the Publishers a brochure to introduce the curriculum materials would be sent out as soon as they were ready.

Voluntary remarks from pilot and non-pilot teachers had been quite complimentary. They especially mentioned the completeness of the curriculum materials with the audiovisual materials and the tests, which relieved the teachers of many hours of visual and tape preparations. The coordinator of Intercultural Studies, Dependent Schools, Okinawa, said, "I searched throughout the mainland of the United States for Japanese instructional materials for elementary and secondary schools, and your project materials were the only ones available."

CONCLUSION

At the end of this project there is a feeling of gratitude to have been able to conclude what turned out to be a truly demanding project. If work in the various activities that were conducted simultaneously could have been done one at a time, that is, first concentrate only on the development of materials of all the levels, then testing and revision, and finally revision and preparation for publication, a more balanced and continuous production and experimentation without undue anxiety and pressure could have been accomplished. This, of course would require a much longer period of time to accomplish what was done in five years. Although the materials are not perfect and need improvement they can be the beginnings of better and improved materials in the future.

In conclusion it could be summarized that this task to develop a sequentially arranged curriculum materials for Japanese instruction from the elementary to college was unique and especially difficult for various reasons:

1. It was too ambitious an undertaking for the projected time to do a thorough job.

2. There was too much 'ground' work to do, that is, to check into basic data such as frequency count of vocabulary items, Japanese school children's expressions, culture content, etc.

3. Time was restricted to do any thorough research in any area.

4. There were too many levels of drafts of materials to be worked on simultaneously, that is, first revision of the materials completed had to be done after reviewing the feedback from the teacher-investigators while new materials for the next level was being developed, and later the second and final revision and preparation for publication in addition.

5. Any change in the text generated a succession of revision in all other materials, such as the visual aids and the tapes which created multiple difficulties. Text revision had to be limited to only major ones.

6. Sequencing structural points alone was not an easy task, and was given preference to sequencing other elements such as kanji and cultural items which should have been considered , but could not be given justice within the prescribed and limited time.

7. Drills tended to become mechanical, format too routine, and content too simple for the target students, because of operation within limited grammatical structure and vocabulary, especially in the beginning levels.

8. While the materials development process was in progress, the college text, Learn Japanese - Pattern Approach series, the basis of the equation process of the instructional materials, was revised and published as Learn Japanese - College Text. Necessary adjustment had to be made.

9. It would be necessary to continue the project for ten years or more to fully evaluate the curriculum materials from the point of view of sequential continuity as well as the effectiveness of the total series, because it would take at least ten years to finish the series.

10. There were too many variables that were beyond project control, that is such matters as assignment of teachers, planning and scheduling of classes, quality of teachers, speed in covering the materials, and etc.

Should a similar project be planned in the future, a thorough planning and preparation period, sufficient personnel, and a longer period for development and testing are recommended to do a professional job.

The general adoption of the project materials in Hawaii public schools may be some indication that the materials may be meeting the need and demand for Japanese instructional materials. At the time of writing this report an unofficial count showed that 16 public and 4 private schools in Hawaii, 1 private school in Los Angeles, California, American Dependent Schools in Okinawa and a Christian Academy in Tokyo were using the materials.

According to the last survey in 1970-71 by the Hawaii State Department of Education the Japanese language class enrollment in the state increased from 3,589 to 6,837 in the secondary schools during that period. This increase was attributed to the project materials that had been introduced in many of the schools. It is believed that the availability of these more appropriate materials have afforded the teachers to present lessons using the audio-lingual approach, which may be the attraction. As a result of many of the schools adopting the project materials for their Japanese language programs, coordination and articulation of the Japanese programs in Hawaii public schools may be a reality soon.

No attempt at reporting research-type findings has been made in this report. There are a number of reasons for this, but one is paramount: This was not a research project. The major reason for existing was to produce instructional materials, and evaluation existed primarily to assist this effort.

Only descriptive statistics with the forms designed and the methods chosen have been reported, primarily to assist those who, in the future, may wish to make comparisons between their experiences in materials development or their projects with this project. It is hoped that the information chosen to be included would be helpful to them.

APPENDIXES

APPENDIX 1

BACKGROUND OF STUDENT

	NAME (PLEASE PRINT)	Sex (M or F)	Grade Level	Does either parent speak Japanese?	Have you ever attended Japanese School?	Have you ever been to Japan?	Do you know any other language besides English?
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							

SCHOOL _____

TEACHER _____

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APPENDIX 2

TEST STATISTICS
ELEMENTARY

Test Identification						
Revised (as pub.)	Original (2nd Draft)	Sample Size	Max. Pos. Score	Mean	SD	Reliability KR20
Pretest	Pretest	169	17	7.46	3.43	.710
Vol. I Units 1 & 2 Units 3, 4, & 5	Vol. I Qtr. 1	171	20	14.31	2.90	.620
Vol. II Units 1 & 2 Unit 3 Unit 4 Unit 5	Vol. I Qtr. 2	174	20	13.90	2.58	.460
	Vol. II Qtr. 3	175	29	18.62	4.76	.760
Speaking I	Speaking I	81	58	46.07	15.06	Not Computed
Retention I	Retention I	157	28	17.65	4.35	.639
Vol. III Units 1 & 2 Unit 3	Vol. III Qtr. 1	153	10	8.17	1.50	.393
Units 4 & 5	Vol. III Qtr. 2	153	25	14.24	3.33	.501
	Vol. III[1] Qtr. 3	60	25	18.18	2.72	.464
Vol. IV Units 1 & 2	Vol. IV Units 1 & 2	153	25	14.88	2.76	.400
Unit 3	Vol. IV Unit 3	118	25	17.81	3.77	.697
Unit 4	Vol. IV Unit 4	89	25	17.08	3.70	.654
Unit 5	Vol. IV Unit 5	102	25	15.43	2.95	.378

[1] Contains some Volume IV materials.

Speaking II	Speaking II	Total Scores Not Used				
Reten II	Reten II	103	25	12.71	2.99	.376
Vol. V Units 1&2	Vol. V Units 1&2	103	30	17.80	3.46	.503
Unit 3	Vol. V Unit 3	101	25	12.81	3.92	.678
Unit 4	Vol. V Unit 4	95	30	16.81	4.24	.668
Unit 5	Vol. V Unit 5	42	30	17.50	3.87	.614
Vol VI	Vol. VI	10	25	17.70	1.83	.011
Unit 1	Unit 1 Vol. VI	12	25	18.67	2.77	.523
Unit 2	Unit 2 Vol. VI	12	26	19.08	2.87	.611
Unit 3	Unit 3 Vol. VI	12	18	12.67	1.78	.060
Unit 4	Unit 4 Vol. VI					
Unit 5	Unit 5	12	25	19.67	1.92	.110
Speaking III	Speaking III	Total Scores Not Used				
Reten III	Reten III	12	28	25.50	2.20	.039
Vol. VII	Vol VII	12	28	21.00	3.02	.612
Unit 1	Unit 1					
Unit 2	Unit 2	12	30	23.67	3.08	Not computed.
	Vol VII	10	38	33.20	2.78	.612
Unit 3	Unit 3 Vol VII	12	34	22.79	2.27	Not computed.
Unit 4	Unit 4 Vol VII	Not Administered.				
Unit 5	Unit 5					
Vol. VIII	Vol. VIII	11	25	13.27	4.56	Not computed.

Remaining data for Volume 8 unavailable.

TEST STATISTICS
SECONDARY

Test Identification						
Revised (as pub.)	Original (2nd Draft)	Sample Size	Max. Pos. Score	Mean	SD	Reliability KR20
Pretest	Pretest	216	75	35.5	7.5	.83
Vol. I Units 1 & 2	Vol. I Qtr. 1	211	47	31.8	6.5	.80
Units 3 & 4	Vol. I Qtr. 2	216	60	29.3	6.0	.80
Vol. II* Units 1 & 2	Vol. II Qtr. 3	213	70	42.1	9.5	.85
Units 3 & 4	Vol. II Qtr. 4	212	30	17.6	3.5	.61
Speaking I	Speaking I	34	126	96.6	16.9	Not Computed
Retention I	Retention I	obj. 39		19.60	7.06	.842
		wrt. 39		13.05	3.16	Not Computed
Vol. III* & IV Unit 1	Vol. III Unit 1	obj. 62	92	39.47	8.14	Not Computed
		wrt. 45	5	2.22	1.08	
Vol. III* & IV Unit 2	Vol. III Unit 2	obj. 28	70	43.82	7.36	.720
		wrt. 18	10	4.22	2.49	Not Computed
Vol. III* & IV Unit 3	Vol. III Unit 3	obj. 31	51	29.19	5.83	Not Computed
		wrt. 25 #1	15	8.12	2.99	
		24 #2	15	7.38	2.36	
Speaking II	Speaking II	Total Scores Not Used				

* See next page.

Retention II	Retention II	obj. 124 wrt. 101	25 15	13.88 5.64	3.94 2.75	.666 Not Computed
Vol. V Unit 1	Vol. IV Unit 1	obj. 91 wrt. 89	6 42	3.39 21.49	1.27 8.69	.234 Not Computed
Vol. V Unit 2	Vol. IV Unit 2	obj. 117 wrt. 116	15 15	9.93 9.90	2.50 4.39	.608 Not Computed
Vol. VI Unit 1	Vol. VI Unit 3	obj. 109 wrt. 106	44 5	34.35 3.42	6.22 0.93	.869 Not Computed
Vol. VI Unit 2	Vol. IV Unit 4	obj. 43 wrt. 39	35 15	22.86 6.97	6.17 5.38	Not Computed
Speaking III	Speaking III	Total Scores Not Used				
Retention III	Retention III	Not Administered				
Vol. VII Unit 1*	Vol. VII Unit 1	20	.49	32.35	10.64	.940
Unit 2	Unit 2	9	63	37.67	15.45	.970
Unit 3	Unit 3	Not Administered				
Vol. VIII	Vol. VIII					
Unit 1	Unit 1	12	112	64.54	10.77	
Unit 2	Unit 2	11	107	58.00	10.34	Not
Unit 3	Unit 3	11	100	59.54	6.95	Computed
Unit 4	Unit 4	Not Administered				

* See next page.

*ADDITIONAL SECONDARY DATA[1]

	N	Max.	Mean	S.D.	r
Volume 2					
Unit 1	84	55	31.00	8.54	.852
Unit 2	225	55	25.36	10.39	.899
Unit 3	269	55	26.09	5.85	.651
Unit 4	277	55	25.68	8.60	.843
Volume 3					
Unit 1 (obj.)	216	72	35.91	9.79	.849
Part 3	26	20	11.92	2.38	.552
V3U2	156	67	38.21	10.51	.879
V3U3	144	36	27.26	6.58	.747
V4U3	23	45	39.09	3.18	.634
V5U1	23	52	37.61	5.27	.789

[1]Based on second draft tests taken by advanced intermediate school students. All numbering of tests as published.

Appendix 3

FOREIGN LANGUAGE ATTITUDE SCALE - ELEMENTARY FORM

WHAT I THINK ...

By (Name)_____ (School) _____

A. About Japanese

1.	I like studying Japanese.	YES	NO
2.	I would like to learn more than one foreign language.	YES	NO
3.	I like to practice Japanese on my own.	YES	NO
4.	Most people enjoy learning a foreign language.	YES	NO
5.	Everyone in school should take a foreign language.	YES	NO
6.	Japanese is interesting.	YES	NO
7.	It is too bad that so few Americans can speak Japanese.	YES	NO
8.	Anyone who can learn English can learn Japanese.	YES	NO
9.	I would like to travel in a country where Japanese is spoken.	YES	NO
10.	The way Japanese people express themselves is very interesting.	YES	NO
11.	Japanese is an easy language to learn.	YES	NO
12.	I would like to be a Japanese teacher.	YES	NO
13.	I would like to take Japanese again next year.	YES	NO
14.	The Japanese I am learning will be useful to me.	YES	NO

15.	I would like to know Japanese-speaking people of my own age.	YES	NO
16.	Students who live in Japanese-speaking countries are just like me.	YES	NO
17.	I'm glad Japanese is taught in this school.	YES	NO
18.	My parents are pleased that I'm learning Japanese.	YES	NO
19.	I like to hear Japanese people talk.	YES	NO
20.	Japanese is one of my most interesting subjects.	YES	NO
21.	Studying Japanese helps me to understand people of other countries.	YES	NO
22.	I think everyone in school study a foreign language.	YES	NO
23.	Americans really need to learn a foreign language.	YES	NO
24.	What I learn in Japanese helps me in other subjects.	YES	NO
25.	Learning Japanese takes no more time than learning any other subject.	YES	NO
26.	Sometimes I find that I'm thinking in Japanese.	YES	NO
27.	My friends seem to like taking Japanese.	YES	NO
28.	I'm glad that I have the chance to study Japanese.	YES	NO
29.	I use Japanese outside the classroom.	YES	NO
30.	I'm looking forward to reading Japanese books on my own.	YES	NO
31.	I would like to study more Japanese during the next school year.	YES	NO

32. Japanese is one of the most important subjects in the school. YES NO

B. About My Class

33. I like to practice speaking Japanese in class. YES NO

34. I can usually understand what the teacher is saying. YES NO

35. Japanese class is boring. YES NO

36. The pictures usually help me remember how to say things. YES NO

37. When I do the homework, class is much easier. YES NO

38. I wish I could learn more words we could really use. YES NO

39. The tests are very hard. YES NO

40. The pictures are often confusing. YES NO

41. There is too much homework. YES NO

42. I wish we had a book so we could learn to read and write Japanese. YES NO

C. My Other Comments:

Appendix 4

JAPANESE LANGUAGE PROJECT
FOREIGN LANGUAGE ATTITUDE SCALE

(Adapted from Foreign Language Scale c 1962 Mary DuFort)

This is a questionnaire which will give you an opportunity to express how you feel about the foreign language you are studying. The responses you give to these statements are important for research purposes. YOUR RESPONSES WILL NOT BE SEEN OR EVALUATED BY YOUR CLASSROOM TEACHER OR BY ANY OTHER OFFICIAL IN YOUR SCHOOL.

Please do not write in this booklet but use the answer sheet provided. Read each statement carefully and put down your first reaction by writing a number from 1 to 4 in the space provided. For example, a statement might read:

Sample: Football is an important school activity.

If you do not agree at all, write 1
If you agree a little bit, write 2
If you agree quite a bit, write 3
If you agree very much, write 4

Choose only one response for each statement, but be sure to respond to every statement with a number from 1 to 4. Do not use 0.
REMEMBER: YOUR RESPONSES WILL HAVE NO INFLUENCE WHATEVER ON YOUR CLASS GRADE.

1. I like studying Japanese.
2. I would like to learn more than one foreign language.
3. I like to practice Japanese on my own.
4. Most people enjoy learning a foreign language.
5. Everyone in school should take a foreign language.
6. Japanese is interesting.
7. It is too bad that so few Americans can speak Japanese.
8. Anyone who can learn English can learn Japanese.
9. I would like to travel in a country where Japanese is spoken.
10. The way Japanese people express themselves is very interesting.
11. Japanese is an easy language to learn.
12. I would like to be a Japanese teacher.

13. I would like to take Japanese again next year.
14. The Japanese I am learning will be useful to me.
15. I would like to know Japanese-speaking people of my own age.
16. Students who live in Japanese-speaking countries are just like me.
17. I'm glad Japanese is taught in this school.
18. My parents are pleased that I'm learning Japanese.
19. I like to hear Japanese people talk.
20. Japanese is one of my most interesting subjects.
21. Studying Japanese helps me to understand people of other countries.
22. I think everyone in school should study a foreign language.
23. Americans really need to learn a foreign language.
24. What I learn in Japanese helps me in other subjects.
25. Learning Japanese takes no more time than learning any other subject.
26. Sometimes I find that I'm thinking in Japanese.
27. My friends seem to like taking Japanese.
28. I'm glad that I have the opportunity to study Japanese.
29. I use Japanese outside the classroom.
30. I'm looking forward to reading Japanese books on my own.
31. I would like to study more Japanese during the next school year.
32. Japanese is one of the most important subjects in the school curriculum.

Appendix 5

FOREIGN LANGUAGE PROJECT
MATERIALS EVALUATION SCALE

This is a questionnaire which will give you an opportunity to express your opinion of the classroom materials you are studying. Your responses will help us to revise the materials to better meet your needs. Your responses will not be seen by your classroom teacher or by any other official in your school. Continue to use the answer sheet provided. Do not write on this booklet. Remember to mark your answer sheet:

1 if you do not agree at all
2 if you agree a little bit
3 if you agree quite a bit
4 if you agree very much

33. The textbook is fairly easy to understand.
34. The tests are pretty hard.
35. Keeping up with the homework makes classwork quite a bit easier.
36. The visuals are confusing and hard to understand.
37. Memorizing the dialogues is a waste of time.
38. It is pretty easy to understand the test directions.
39. There are too many vocabulary words for me to remember.
40. The people on the tapes speak too fast.
41. The test questions are fair; they aren't tricky.
42. The tapes really help me to do better in class.
43. Japanese homework is quite a bit more difficult than the homework in my other subjects.
44. Drills really help me become more fluent in speaking Japanese.
45. The vocabulary words are helpful to know.
46. There is too much material in the text: we don't have enough time to study it thoroughly.
47. The tests cover a lot of things we didn't have in class.
48. The visuals make the lessons easier to understand and remember.
49. The drills are awfully boring.
50. The explanations in the textbook are not very clear.
51. The dialogues are about interesting situations.
52. The textbook covers a great deal of what I want to know.

If you would like to make additional comments, please use the special "Comments Sheet" provided.

Appendix 6

QUESTIONNAIRE

Instructional Materials Evaluation
(Teacher's Form)

I. Textbook(s)

A. General. Please give your general comments on the text. Consider: Is the amount of material appropriate for the allotted time. (Is one volume, as presented, too much or too little for one semester?) Is the material presented in a logical order? Is the explanatory materials sufficient and easy to comprehend? Is the material presented in such a way as to be interesting and challenging to the students? Does the format need changing?

B. Dialogues, Please comment on the dialogues. Are they of of value in your teaching? Do they interest the students? Are they of appropriate frequency, length and difficulty?

C. Drills. Please comment on the drills. Are they relevant to your classwork? Do they interest the students? Are they of adequate variety, difficulty and frequency? To which ones would you add or delete, give more or less emphasis? If you have used additional drills, what were they?

D. Vocabulary. Please comment on the vocabulary. Is it of appropriate difficulty? Is the amount appropriate to the time allotted? Is the selection logical, interesting, and useful? If you added vocabulary, what words did you add?

E. Other comments on the text(s).

II. Tapes (other than test). Were the tapes relevant to the classwork? Were they of appropriate length and difficulty? Did they interest the students? If you added tapes, what were they? Any suggestion for improvement?

III. Visuals. Were the visuals relevant to your classwork? Were they easy to use and understand? Did they interest your students? If you added visuals, what kinds of additions did you make? What kinds would you like added?

IV. Activities. Were the suggested activities helpful? Which ones did you use? If you added activities (games, excursions, speakers, etc.), please list as specifically as you can what your additions were. What would you like added?

V. Tests. Were the tests appropriate in difficulty and content? Were the directions clear? Were the items fair? Were the tapes easy to use and understand? Was the feedback to you from the project adequate? If you added tests, please indicate the kinds of tests you added.

VII. Lessons. About how many days does it take to cover one lesson? Do you need more time? Less? About what percent of your class knows the lesson to your satisfaction?

VIII. Miscellaneous. What other suggestions have you for improving project materials or otherwise assisting you?

Appendix 7

COMMENTS SHEET

Name _____ School _____

(This will not be shown to your classroom teacher or any other official in your school. Your honest comments will help us improve your instruction in Japanese.)

APPENDIX 8

GENERAL INFORMATION QUESTIONNAIRE

1. Teacher Background

Name _____

Did you attend our summer workshop? Yes___ No___

For how many years have you taught Japanese?

Elementary Level_____years
Secondary Level _____years
College Level _____years

What is the highest academic degree you hold?

B.A. 5th year cert. M.A. Ph.D.

In what field is that degree? _____

Have you ever taken a course in

Linguistics? Yes____ No____

Media (Audio-Visual)? Yes____ No____

Jap. Literature? Yes____ No____

Jap. History? Yes____ No____

What is the most recent course or workshop you have taken?
(Subject)_____(Date)_____

Are you a native speaker of Japanese? Yes____ No_____

Have you been to Japan? Never____ Less than 2 mos__
2-6 months____ 6-12 months____ Less than 2 mos__

When was your most recent trip? _____

2. Classroom Condition

Please fill out one column of the chart on the following page for each class you have taught for this project.

APPENDIX 9

CLASSROOM CONDITIONS CHART

School Year				
School				
Approx. No. of Students				
Ability of Students (fast, ave., slow				
No. of class mtgs. a week				
Length of class in minutes				
Was class interrupted for school activities seldom, occasionally, frequently?				
Was physical condition of room poor, ave., good?				
How many days a month was spent on non-text activities?				
(ELEM) Did students miss activities to attend class?				